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ABSTRACT

The career education activities in the guide are designed to be integrated with the school curriculum for special education at the primary level. They should be used selectively according to class needs and capabilities. Concepts to develop (grades K-6), how to use the guide, a primary philosophy, and lower elementary special education objectives are outlined. Career education activities for special education are organized as they relate to three personal and world-of-work oriented objectives. Units are provided in the areas of: seeing similarities and differences in self and others; understanding own strengths and weaknesses; developing realistic values; accepting and respecting self and others; being dependable and responsible; good sportsmanship; understanding that people earn money to pay for their needs; appreciating that work has dignity; exploring work areas within the student's future capabilities; understanding how school subjects relate to the world of work; and understanding how positive attitudes are related to the world of work. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. Activities include story telling, field trips, writing, filmstrips, game and role playing, and oral reports. Evaluation forms are appended. (Author/NH)

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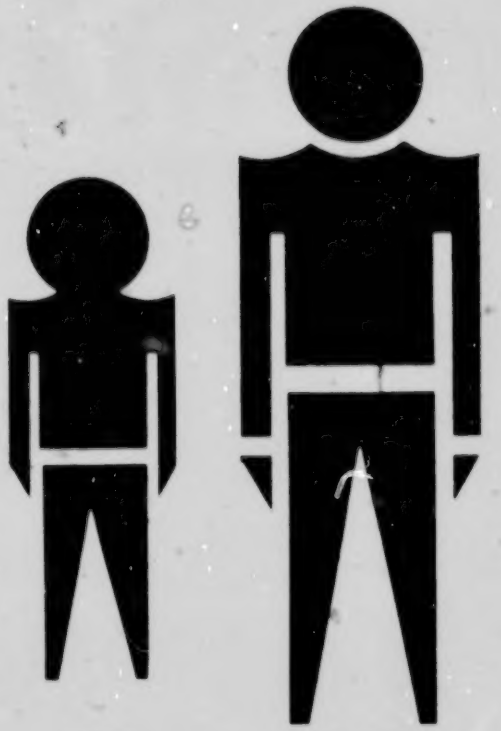
CAREER EDUCATION

NORTH DAKOTA



K - 12

CLASSROOM ACTIVITIES

ELEMENTARY

SPECIAL EDUCATION

DE002110

CONCEPTS TO DEVELOP (GRADES K-6)

1. Specialization leads to interdependency
2. Geographical location determines kinds of work found there in.
3. Individuals live in a particular geographical location due to the nature of their work.
4. People need to speak well in their work.
5. People need to be able to listen in their work.
6. People need to be able to write in their work.
7. Reading helps people in their careers.
8. The ability to communicate effectively helps a person work well with other people.
9. Understanding of mathematics helps people in their work.
10. Money is the chief form of barter in our society.
11. An understanding of science helps people in their work.
12. Having a scientific attitude (problem solving) helps people in their work.
13. Advances in science change work.
14. Advances in science have altered the occupations that produce goods and occupations that produce services.
15. Some people work to help us stay healthy.
16. Some people specialize in their work to keep us healthy.
17. There are many jobs associated with physical education.
18. Music, Art, and drama give people pleasure.
19. Some people have occupations in fine arts to give us enjoyment.
20. Careers in the fine arts often require special training.
21. There are many jobs associated with fine arts.
22. Self understanding is important in making career decisions.
23. Leisure time activities affect career choice.
24. Individuals differ in abilities, interests, attitudes and values.
25. A society needs both a producer of goods and producer of services.

CONCEPTS OF DEVELOP (Grades K-6) Cont.

26. Supply and demand of goods influences the kinds of workers found in the community.

27. People work for various rewards.

28. Math concepts are necessary in communicating.

29. A healthy body is essential to a productive worker.

30. Many people have special training for work.

31. Recreational activities expand interests.

How to Use Guide:

Career Education activities in this manual are reference materials that are designed to be integrated with the school curriculum. Many activities are offered with the idea that they may be used selectively according to your class needs and capabilities, keeping in mind the broad objectives. Also, in several activities an abundance of resource material is listed which should be used selectively.

These activities are designed to make primary children more aware of the World of Work.

At K-3 levels the material is primarily in the field of Social Studies with spin-offs into other subject areas. Each activity contains the technique for teaching and resource materials that address themselves to career education objectives.

On the following pages is the table of contents listing both the subject areas and the objective areas.

* Resource materials that have asterisks are available for check-out from State Board for Vocational Education, 900 East Boulevard-Telephone 224-2710

PRIMARY PHILOSOPHY

The purpose of education is to develop in the child a positive self concept for his role in a free and changing society.

There are skills which every person must have in order to function successfully in society. The skills of reading, language arts, social studies, health, and the fine arts are important to the child if he is to have a secure and meaningful life.

Career education in the Primary Grades will acquaint the child with the World of Work by exposing him to a variety of experiences in order to make realistic career choices later in life. This total program will help to foster a positive attitude toward the dignity of work in our society.

SPECIAL EDUCATION - LOWER ELEMENTARY

BOARD OBJECTIVES

I. TO DEVELOP POSITIVE SELF-CONCEPTS.

A. To see similarities and differences in self and others.
B. To understand own strengths and weaknesses.
C. To recognize and develop realistic sense of values for meaningful life.

1. To foster a desire to be an asset to society instead of a liability.

II. TO DEVELOP POSITIVE ATTITUDES TOWARD SOCIETY IN WHICH WE LIVE.

A. To accept and respect self and others.
B. To be dependable and responsible.
C. To observe good sportsmanship.

III. TO DEVELOP POSITIVE ATTITUDES TOWARD WORK AND PREPARATION FOR WORK.

A. To realize that people work to earn money to pay for their needs.
B. To appreciate that all work has dignity.
C. To explore areas of work within their future capabilities.
D. To understand how school subjects are related to world of work.

1. Reading
2. Math
3. Oral and written communication
4. Health and safety
5. Social Studies

E. To understand how positive attitudes are related to the world of work.

TABLE OF CONTENTS (By Objectives)

I. To Develop Positive Self Concepts.

A. To see similarities and differences in self and others. (Page 1)
B. To understand own strengths and weaknesses. (Page 2)
C. To recognize and develop realistic sense of values for meaningful life. (page 3)

1. To foster a desire to be an asset to society instead of a liability. (page 4)

II. To Develop Positive Attitudes Toward Society in Which We Live-

A. To accept and respect self and others. (page 5)
B. To be dependable and responsible. (Pages 6 and 12)
C. To observe good sportsmanship. (Page 7)

III. To Develop Positive Attitudes Toward Work and Preparation for Work

A. To realize that people work to earn money to pay for their needs. (Page 8)
B. To appreciate that all work has dignity. (Pages 9, 10, 11)
C. To explore the areas of work within their future capabilities.
Housekeeping (Page 10)
Sanitation Workers (Page 11)
Babysitting (Page 12)
Supermarket (Page 13)
Food Services (Page 14)
Farming (Page 15)
Dairying (Page 16)
D. To understand how school subjects are related to world of work. (Page 16)

1. Reading
2. Math
3. Oral and written communication
4. Health and Safety.

SUGGESTED LETTER TO PARENTS

ALTERNATIVE: INTERVIEW

Dear Mr. _____:
(parent or guardian)

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.
(child's name)

Would you answer these questions for us and send it to school with your child? We will study how your job affects our lives.

1. What is your job? _____.

2. What are some of your duties? _____

_____

3. Is there anything about your work which the children in our class would enjoy seing (pictures, materials, tools, uniforms, etc.)?

_____

_____

4. Would a field trip to your place of employment by beneficial at this grade level?_____

Thank you for your consideration.

_____

Sincerely yours,
(teacher)

Similarities & Differences

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self-concepts.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will see similarities and differences in self and others as measured in booklet on "Me".

SUGGESTED SUBJECT AREA _____

SUGGESTED GRADE LEVEL Lower Elementary
Special Edu.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Filmstrip	1. View "Differenct May Be Nice" and others.	1. Eye Gate filmstrips: "Different May Be Nice" "Me, Myself and I" Series "Who Am I" "People Are Life Rainbows" 2 E.D.
2. Discussions guided by "Emerging Identity"	2. Lead class discussions on a difference in: (1) Appearance (2) Personality (3) Abilities	2. Random House Program for Elementary Guidance.
3. Experience Charts	3. Developed from discussions	
4. Picture charts	4. Show charts on Moods	4. Childs World Picture charts "Moods & Emotions" Additional Resources: SRA "A Book About Me" ABC "Triple "I" Series"
5. Role Playing.	5. Portray desirable and undesirable moods, personality, and behavior of one another.	
6. Prepare individual booklets.	6. "All About Me" booklets may include pictures of the individual and family, little stories and anecdotes, favorites of all kings, hobbies, etc.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Emerging Identity

1. To assist children in becoming aware of the "self."
2. To help children discover the relationship of one's self to the rest of the world.
3. To help children become aware that everyone reacts in different ways to different situations.

OF THE millions of people in the world, no two are exactly alike. Many are of the same height or weight, many have the same hair or eye color, but there is something unique about each human being.

Two factors determine what a person will be. One, the set of inherited characteristics, is determined before birth. From his parents a person inherits his hair and eye color, the limits of his growth, and so on. These inherited characteristics are different for every person. Even brothers and sisters have different bone structures and display different capabilities for growth and learning.

Surroundings, or environment, also determine what a person will be. The home, family, diet, climate, in fact, almost everything a person encounters throughout his life influence what he becomes. For example, an individual may inherit from his parents the possibility of being tall. An inadequate diet may prevent him from reaching his potential height while a proper diet will cause him to grow as tall or taller than his parents. A child learns many of his values and standards of behavior from the people around him. All these factors help determine his identity, the unique set of characteristics that defines him.

Identity emerges very early in life. It begins with the infant's discovery of his body. From then on, all his experiences influence his developing identity which, in turn, becomes the basis for his behavior. As the identity develops there arises, too, an awareness of identity. The child becomes conscious of what he is, though he may not recognize what has influenced his development. By becoming more aware of himself and the forces which molded him, the child will adjust more easily and behave more successfully in all situations.

Jack Is Glad

by Charlotte Steiner

p. 1 ► When Jack's new puppy
Wakes him up with a bark
Jack is *glad*.

1. What makes people glad?
2. Do people enjoy being glad?
3. Should people try to make others glad? How?

p. 3 ► But the puppy has gone and cannot be found.
Jack is *sad*.

1. What makes people sad?
2. Does everyone feel sad at one time or another?
3. What are some things that make people feel sad?

p. 5 ► And Jack tries to trip him
To make him cry—
Jack is *bad*.

1. Why do you think people are sometimes bad?
2. Does being bad make people feel sad or glad? Why?

p. 8 ► Jack was *hopeful*.

1. Is being hopeful a good thing?
2. Is everyone hopeful at one time or another?
3. What are some things that people hope for?

p. 11 ► Jack is *good*.

1. How do people feel when they are good?
2. Is anybody good all the time?

p. 14 ► Jack is *frightened*.

1. What are some things that frighten people?
2. Is everyone frightened by the same things?
3. Do you think it's good to be frightened of things that can harm you? Why?

JACK IS GLAD by Charlotte Steiner

p. 15 ► Jack is *brave*.

1. What does it mean to be brave?
2. Is everyone brave in the same way?
3. Does everyone have a chance to be brave?

p. 17 ► Jack is *grouchy*.

1. What makes people grouchy?
2. Does anyone enjoy being grouchy?
3. Do older people sometimes get grouchy?

p. 18 ► Jack is *gentle*.

1. What does it mean to be gentle?
2. How can people be gentle with our pets?
3. How can people be gentle with our family?

p. 19 ► Jack was *mean*.

1. How do people act when they are mean?
2. Is everyone mean at one time or another? Why?

p. 21 ► Jack is *happy*.

1. What are things that make people happy?
2. Does everyone feel happy about the same things?
3. How can we make others happy?

SUMMARY DISCUSSION: Everyone is different, so naturally everyone feels differently and behaves differently. We should try to understand ourselves *and* one another.

Further Reading:
COWBOY ANDY by Edna Chandler
PETUNIA TAKES A TRIP by Roger Duvoisin
BRIDGET'S GROWING DAY by Winifred Bromhall
WEE WILLOW WHISTLE by Kay Avery
A HOUSE FOR EVERYONE by Betty Miles

Strengths and Weaknesses

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive Self Concepts.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will understand his own strengths and weaknesses as measured by chart recording.

SUGGESTED SUBJECT AREA _____

SUGGESTED GRADE LEVEL Lower Elementary / Special Education

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read story Jim Can Swim..	1. Read and discuss using Random House Teachers Guide on "Initiative".	1. Random House and Knopf: Jim Can Swim.
2. Additional stories	2. Discuss strengths and weaknesses of characters in stories.	2. Cowboy Andy , What Will I Wear, Kate Can Skate, What's A Cousin, Petunia Takes a Trip.
3. Filmstrip	3. Who Do You Think You Are? followed by discussion.	3. Imperial Film Co. How Do You Feel They Need Me, Two Sides to Every Story, What Do You Think
4. Experience Charts	4. Developed from discussion based on the following: Positive attitudes toward a. Self & abilities b. Appropriate behavior/manners c. Mental Health d. Personal appearance and health habits. e. Tasks well done.	4. "Who Do You Think You Are" by Guidance Associates.
5. Bulletin Board	5. Health and personal appearance check each morning, social behavior checklist in p.m.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

2a

Initiative

1. To help children discover that they have unlimited potential and inner strengths that only they can develop.
2. To encourage children to become more independent in thought and action within the proper limits.
3. To assist children in discovering the joys of learning to rely on themselves.

INITIATIVE is a drive within an individual that makes him do things on his own. It is like the spring in a wind-up toy. The energy of the spring causes the toy to move in some way. Initiative, the energy within a person, causes him to act.

The person who rakes the leaves or does some job around the house without being told to exhibits this quality of initiative. The child who comes home from school and changes his clothes or does his homework without being told to also shows initiative. The quality of initiative, then, is like a self-starter, moving individuals to action by something within themselves.

A person who shows initiative is generally well thought of by the people around him, is likely to be successful, and is usually a leader. Though obviously a desirable quality, initiative must be developed. There are actions which one's initiative may not prompt; these limits, too, must be learned. An individual who acts without society's approval will be punished. He may then withdraw, and allow others to tell him everything he should do; or his behavior may move into the "off limits" area of delinquent activity. It is necessary that the child's initiative be fostered in the proper directions and the proper dimensions.

The child must understand that initiative is to be developed gradually over the course of his growth from a child to an adult. He can develop it by reminding himself to do the things he knows he should do, until this becomes a habit and he begins taking action on his own without having to think about it.

2b

Jim Can Swim

by Helen Olds

p. 3 ► George asked, "You mean you don't know how to swim?"

1. How many of you know how to swim?
2. Did you take lessons to learn?

p. 3 ► "We'll teach him!" they said at the same time.

1. How can people help one another learn to do something?
2. What kinds of things are taught by friends and relatives?

p. 5 ► Jim really wanted to learn, but he was scared.

1. Are people often afraid to try something new?
2. Should they try anyway? Why?
3. Should we sometimes be afraid?

p. 7 ► Then he began to eat as fast as he could.

1. Why is Jim eating?
2. Why do you suppose he doesn't want to swim?

p. 10 ► "I don't *want* to swim!" he yelled after them.

1. Do you think Jim meant this?
2. Why do you think Jim said it?

p. 15 ► He really did want to learn, but he didn't believe he could.

1. Why didn't he believe he could?
2. If Jim really wants to learn what should he do?

p. 18 ► Jim held onto his horse with one hand and moved his arm.

1. Who is teaching Jim how to swim?
2. How is he learning?
3. Why do you suppose he is working so hard at it?

p. 30 ► He was surprised when he realized that he was swimming.

1. How does he feel now that he knows how to swim?
2. Does learning how to do things usually make people feel good?

JIM CAN SWIM by Helen Olds

p. 32 ► They smiled at Jim. They were his friends now.

1. Do you think learning how to swim was worth the effort?
2. How did learning how to swim make new friends for Jim?

SUMMARY DISCUSSION: Often, if we want to do something very much, and work hard enough, we can learn how to do it. Learning to do things on our own is a sign of growing up.

Further Reading:

COWBOY ANDY by Edna Chandler
WHAT WILL I WEAR by Helen Olds
KATE CAN SKATE by Helen Olds
WHAT'S A COUSIN by Helen Olds
PETUNIA TAKES A TRIP by Roger Duvoisin

CAREER DEVELOPMENT ACTIVITIES

Values

BROAD OBJECTIVE: To develop Positive Self-Concepts.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will recognize and develop realistic sense of values for meaningful life as measured by pupils oral report on "My Friends will like Me Because I am _____"

SUGGESTED SUBJECT AREA _____

SUGGESTED GRADE LEVEL Lower Elementary / Special Education

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Show films.	1. Values: Cooperation " : Playing Fair " : Telling the Truth Show and discuss	1. B.F.A. Educational Media.
2. Reading	2. Read and do activities on concepts: Sharing, Honesty, Anxiety, Popularity, Confidence.	2. Triple "I" Series American [illegible] Company
3. Filmstrips & cassettes	3. "Pearl of Great Price" "Bushy the Squirrel"	3. Q.E. D. Productions
4. Experience chart	4. Repeat "Wise Old Owl" sayings from previous filmstrips and compose stories about them.	
5. Filmstrips and records	5. "Little Things that Count" - lessons to be learned in character building.	5. Available from State Board [illegible] Vocational Education audio visual library.
6. 6. Oral report	6. "My Friends will Like Me Because I am _____."	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

Asset to Society

BROAD OBJECTIVE: Develop Positive Self-concepts.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will foster a desire to be an asset to society instead of a liability as measured by writing a letter on being a good citizen.

SUGGESTED SUBJECT AREA _____

SUGGESTED GRADE LEVEL Lower Elementary
Special Education

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Story Books	1. Browse and read books of their choosing.	1. Books: This Is My Country Squad Car 55, I Want to Be a Policeman, Policeman Small Let's Visit the Policeman
2. Films.	2. Good Citizens	2. Encyclopedia Britannica #2669
3. Police Officer visit	3. Invite policeman to make a presentation. Discussion to follow.	
4. Posters on Policeman	4. Talk about posters. Develop experience story on jobs connected with police department.	4. Singer: "Police Department Helper various Community Helper Series
5. Posters and material on laws	5. Present "Children & Law" Read several city ordinances which apply.	5. Poster Sets from Cook Publ. "Children and the Law"
6. Open ended stories	6. Listen to cassettes & discuss	6. Filmstrips & cassettes: Imperial Film Company: Open Ended Stories
7. Filmstrip and record.	7. "Let's Go to the Police Station" observe and discuss	7. Filmstrips and record "Let's Go to a Police Station"
8. Field trip	8. Plan and pre-arrange a trip to the police station.	Additional films - Encyclopedia Brit Rules and Laws, The Policeman (col The Boy Who Lived Alone
9. Letter writing	9. Write individual letters indicating what has been significant about this activity.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

Accept and Respect Self and Others

BROAD OBJECTIVE: To develop Positive Attitudes Toward Society in Which We Live.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will show that he accepts and respects himself and others by cooperating with "Child of the Week" projects as measured by teacher observation throughout the year.

SUGGESTED SUBJECT AREA _____

SUGGESTED GRADE LEVEL Lower Elementary / Special Education

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read story When A Boy Wakes Up In the Morning	1. Discuss and ask questions as suggested in teacher's guide, Program for Elementary Guidance.	1. Random House - Program for Elementary Guidance Books from Knopf and Random House When a Boy Wakes Up in the Morning.
2. Read additional books to further develop objective.	2. Discuss with use of the guide as above.	2. Yertle the Turtle, Edith and Mr. Bear, Our Vernonica Goes to Petunia's Farm, Sam and the Firefly.
3. Filmstrip and tape "noisy Nancy Norris"	3. View, listen and discuss, as suggested on page 5 of Discussion Guide Talk About places to be noisy and places to be quiet.	3. G. A. Sound Filmstrip Cassette 301-729
4. Bulletin board	4. Begin a "Child of the Week" project with photos, drawings, interesting stories, facts, favorite possessions all posted on bulletin board about that child. Throughout the week give place of honor to that child as occasions arise.	
5. Show film - School Problems: Getting Along With Others	5. View discuss the happenings in the film, and discuss possible conclusions	5. B. F. A. number 280.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Respecting the Rights of Others

1. To encourage children to respect the rights of others.
2. To help children discover that by respecting the rights of others they will achieve more meaningful and harmonious relationships.
3. To create an understanding of the importance of a social climate where the rights of all are respected.

THE CITIZENS and government of this country believe that each individual has certain rights, such as the right to say and do what he pleases. There are, however, limits he cannot pass in exercising these rights. For example, his actions may not interfere with the rights of others. Some rights are gained as a person grows older. Adults have the right to select a job, to marry, or to live where they choose. Children as well as adults, however, have the right of privacy.

Respect for the rights of others is rooted in the child's developing conception of himself. He learns that there are some things which are a part of him and some things outside himself which are also part of him. He must learn to distinguish which external objects are his and which belong to others.

The changing inventory of one's rights strongly affects the child. As he grows, he must learn to share; that is, to give up certain rights. Other rights he will gain. He must, therefore, develop an awareness of his rights and of the rights of others at any particular moment, and be prepared to respect their rights because he wants them to respect his.

An influential factor in this process is recognition of one's own individuality. The child is more apt to respect the rights of others if he feels himself to be a person. The comfort he will derive from this feeling encourages him to allow others their individuality and rights similar to his own.

When a Boy Wakes Up in the Morning

by Faith McNulty

p. 4 ► Last night his mother told the boy that in the morning he should be very quiet.

1. Why should he be quiet in the morning?
2. Should everyone try to be quiet in the morning?

p. 6 ► They like to lie and lie and lie in bed.
They like to be long, silent lumps in their bed.

1. Why do you suppose parents like to sleep in the morning?
2. Do they need to sleep because they work hard for their children?
3. Should everyone be quiet when their mother and father are trying to rest?

p. 10 ► Jamie gives the truck a push. It goes across the floor—*screech!* It bumps the bureau—*bump!*

1. Is Jamie being as quiet as he should?
2. What is likely to happen if he makes noise?
3. How will he feel if his parents wake up?

p. 14 ► His mother is asleep in her room. Did she hear that bang?

1. Does Jamie know he is doing wrong?
2. Why do you think he began making noise?
3. How will he feel if his parents wake up?

p. 18 ► Inside Jamie's head a small voice asks: "Will my mother be mad if a screech wakes her up? And makes her get out of bed?"

1. Why might his mother be angry?
2. What do you suppose she would say to Jamie if the noise woke her up?

p. 18 ► There is a great big *wonderful* whirwhir of noise.

1. Does everyone like to make noise sometimes?
2. Should people make noise when someone in the home is sleeping?

p. 25 ► The blocks tumble down on the floor with a long rumbling, loud tumbling noise.

1. What do you think will happen next?
2. Did Jamie realize that the blocks might fall and make a noise?
3. How could Jamie have played more quietly?

5c

WHEN A BOY WAKES UP IN THE MORNING by Faith McNulty

p. 26 ► And he smiles at her because he is so glad.
HIS MOTHER IS AWAKE AT LAST
and pretty soon, of course, she will be smiling, too!

1. Are children happy when their mother wakes up?
2. Should children be considerate of their parents when they are trying to sleep?

SUMMARY DISCUSSION: Part of growing up is learning to respect the rights of others. When parents and friends can count on us to respect their rights, they will respect our rights as well.

Further Reading:
YERTLE, THE TURTLE by Dr. Seuss
EDITH AND MR. BEAR by Dare Wright
OUR VERONICA GOES TO PETUNIA'S FARM by Roger Duvoisin
SAM AND THE FIREFLY by P. D. Eastman

CAREER DEVELOPMENT ACTIVITIES

Dependable and Responsible

BROAD OBJECTIVE: To develop positive attitudes toward society in which we live.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will demonstrate that he is dependable and responsible by performing assigned tasks in room, daily checked by self and teacher.

SUGGESTED SUBJECT AREA _____

SUGGESTED GRADE LEVEL Lower Elementary / Special Education

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Filmstrip	1. Show "Andy Walks the Dog". Discuss the story: why did Andy receive the dog for his very own?	1. EyeGate film Co.
2. Read story Horton Hatches the Egg.	2. Discuss and ask questions as suggested in teacher's guide, Program for Elementary Guidance.	2. Random House Material
3. Read additional books to further develop objective.	3. Discuss, with use of guide as above.	3. Also Random House & Knopf: Having a Friend Middle Matilda Bridget's Growing Day
4. Bulletin Board	4. Develop "Helping Hands" lists of jobs to do daily in the classroom. Assign one job to each pupil for a weeks time.	4.
5. Self-evaluation	5. Check list on daily performance of tasks (sheet attached)	5. Teacher-prepared evaluation sheets
6. Teacher evaluation	6. On back of sheet teacher writes a brief summary of child's performance.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CHECK LIST

My work for the week of _____ (month) _____ (day) to _____ (month) _____ (day)

_____ (name)

_____ (work to be done)

If you can honestly answer "yes" to the question, put a check mark down.

	Mon	Tue	Wed	Thu	Fri
1. Did I do my work today?					
2. Was my work done on time?					
3. Did I do my work neatly?					
4. Was everything put back the way I found it?					
5. Did I do my work without being reminded?					
6. Was I cheerful?					
7. Was I polite?					
8. Did I cooperate?					

(Teacher write comments on back side for weekly report.)

Responsibility

1. To assist children in understanding that one has responsibilities toward oneself and society.
2. To help children discover there is a self-satisfaction in being a responsible person.
3. To create an atmosphere which encourages responsible behavior.

RESPONSIBILITY is the acceptance of an obligation to fulfill a duty or a task. A person with a sense of responsibility does something he knows must be done, and completes tasks once he has started them. He is both dependable and trustworthy. He will do a job which is given to him even when there is no one else to see that it gets done.

If people detect a sense of responsibility in someone, they will be disposed to think well of him. People who are given important jobs to do, and who enjoy the recognition that attends them, are generally responsible people.

The relation between responsibility and learning cannot be too highly stressed. The child must appreciate the importance of education and take it upon himself to study and learn. Too long, now, has the responsibility for the child's education been left to others, who can do no more than present the material to him. No one but the child himself can learn it. Responsibility also may entail individual action. A person's sense of responsibility may cause him to act apart from the group, if he realizes it is important for him to do so. The child must develop the insight to perceive what he must do and the strength to do it.

One way a child can develop a sense of responsibility is to pattern himself after a responsible person, to watch how he acts and use him as a model for his own actions.

Horton Hatches the Egg

by Dr. Seuss

p. 1 ► "It's *work!* How I hate it!
I'd *much* rather play!"

1. Do you think you'd enjoy hatching an egg?
2. Would most people rather play than work?
3. Why is it important to work as well as play?

p. 3 ► "I won't be gone long, sir. I give you my word."

1. Do you think Mazie will keep her word? Why?
2. How can you tell that Mazie is not trustworthy?

p. 4 ► "I'll stay and be faithful. I mean what I say."

1. What does Horton mean by *faithful*?
2. Should people help others with their tasks?

p. 12 ► "I wish she'd come back
Cause I'm cold and I'm wet.
I hope that that Mazie bird doesn't forget."

1. Why did Horton stay on the nest through the storm?
2. Would you like to have Horton help you with your chores?

p. 19 ► They taunted. They teased him.
They yelled, "How absurd!"
"Old Horton, the Elephant
Thinks he's a bird!"

1. Do you think that their teasing will make Horton leave the nest?
2. Do you think that the other animals are as responsible as Horton?
3. Will the egg *ever* hatch?

p. 38 ► "I meant what I said, and I said what I meant . . .
An elephant's faithful—one hundred per cent!"

1. Do you think Horton is foolish?
2. Can everyone be as faithful as Horton?
3. What are some ways people can show they are responsible?

HORTON HATCHES THE EGG by Dr. Seuss

p. 41 ► Who (*of all people!*) should chance to fly by
But that old good-for-nothing bird, runaway Mazie!
Still on vacation and still just as lazy.

1. Is Mazie a good bird?
2. Is Mazie responsible and trustworthy?
3. Do you think Mazie would take care of Horton's home?

p. 47 ► "But it's MINE!" screamed the bird, when she heard the egg crack.
(the work was all done. Now she wanted it back)

1. Do you think Mazie deserved to get the egg back?
2. How had Horton earned the egg?
3. Does working for something make people feel it is theirs?

p. 52 ► And they sent him home
Happy,
One hundred per cent!

1. Why was Horton happy?
2. Should people be like Horton or Mazie?
3. How can children act more like Horton at home or at school?

SUMMARY DISCUSSION: When we are given jobs, it is important that we work at them until we finish. Responsible people are more trustworthy and are given things to do.

Further Reading:
HAVING A FRIEND by Betty Miles
MIDDLE MATILDA by Winifred Bromhall
BRIDGET'S GROWING DAY by Winifred Bromhall

Good Sportsmanship

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward society in which we live.

SPECIFIC BEHAVIORAL OBJECTIVE: Students observe good sportsmanship by recording the day he was a good sport with a star on his calendar.

SUGGESTED SUBJECT AREA _____

SUGGESTED GRADE LEVEL Lower Elementary / Special Education

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Film	1. View and discuss film values: playing fair, guide included	1. BFA #615
2. Books and stories	2. Browse and read and discuss.	2. Random House Cowboy Andy Yertle the Turtle Edith and Mr. Bear Sam and the Firefly
3. Bulletin Board	3. Title: These are Good Sports. Gather pictures of favorite players in general.	3. Sporting Magazines and Newspapers
4. Rules of softball. (or another game which has real appeal to students.)	4. Simplify, and list in own words on experience chart.	4. Pamphlets on rules of your game.
5. Resource person	5. Informal chat with the class, stressing good sportsmanship	
6. Films	6. View and discuss	6. Films: Strike Three You're In QED Productions Corky the Crow QED
7. Game set up	7. In classroom make a miniature diamond, and with a foam rubber ball, act out some of the rules of the game.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
8. Play ball!	8. Line up teams, make up score sheets before going outside play the game.	
9. Was I a Good Sport?	9. Self check, with teachers supervision, and earning a star on "good sport" calendar.	

People work to earn money.

BROAD OBJECTIVE: To develop positive attitudes toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will realize that people work to earn money to pay for their needs by listing five things that people can buy with money they get for working.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Lower Elementary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Have students bring sales pages from their home newspaper. View films	1. Motivate discussion by asking open ended questions that could be answered in a variety of ways. Suggested questions: What was the most recent thing that you purchased? What would you buy on these sales pages if you had money? What are ways you could get money? Why do you think we use money? What are some other things you like to buy that are not listed here?	Films: 16 mm Coronet Film, "Using Money Wisel Filmstrips: "Shopping for Groceries" 18 frames* Jam Handy "Using Money Wisely", (filmstrip & Rec Society for Visual Education Posters: Learning About Money - #51904 David C. Cook Pub. Elgin, Ill. 60120 Books: Danny the Dime - James S. Kerr T. S. Dennison & Co.
2. Plan a treat for students and mothers.	2. Make up shopping list, with prices and totals. Plans ways to finance this treat. Cooperate in carrying out the plan.	*Can be obtained from Exemplary Proje Vocational Education

SUGGESTED CORRELATION FOR THIS ACTIVITY:

All Work Has Dignity

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: Students appreciate that all work has dignity as measured by statements of at least two reasons why people work.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Lower Elementary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Bulletin Board	1. Title "All Work is Good". Bring or draw pictures of family and friends at work, whether gainfully employed, working at home, or disabled (but working on home projects which also have dignity.	1. Magazines, photos, drawing supplie
1.a. Play record "Snow White and the 7 Dwarfs' film if available.	1a. Teach and enjoy the songs.	
2. Read Needing a Friend AND Roy Campanella	2. Discuss people with handicaps and injuries and work they can do which is all good.	2. A. B. C. Triple "I" Series: p. 15 161 B; p. 47-B and other similar stories in the series.
3. Filmstrips and records	3. Show:"Our Families" "We Live Here" We All Work" and discuss. List some of the jobs parents did in the filmstrips and add to the list.	3. B.F.A. Educational Media William, Andy and Ramon
4. Read Books	4. Discuss a. children see own parents as community helpers. b. Why do parents and neighbors work? c. What do they do with some of the money.	4. About Men at Work, Friendly Worker Around Town, Books by Children's

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
5. Filmstrips & records	5. Discuss what parents do at home, and the need for jobs outside of their home.	5. World of Work Series: EduCraft "What Else Do Mothers Do?" "What Else Do Fathers Do?" Imperial Film Co. Fathers Work and Mothers Work Too

Housekeeping

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will realize all work has dignity and explore areas of work within their future capabilities by performing selected housekeeping tasks and being checked by teacher and/or parents.

SUGGESTED SUBJECT AREA Special Educatic

SUGGESTED GRADE LEVEL Lower Elementary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Display of Cleaning equipment.	1. Handle, discuss, and demonstrate simple cleaning tools, equipment, sprays, etc.	Books I Want to Be a Homemaker Children's Press
2. Resource persons	2. Custodian and/or school cleaning lady discuss and demonstrate selected housekeeping jobs in the classroom.	Filmstrip, record "The Junior Homemaker" Denoyer-Geppe
3. Classroom survey	3. List housekeeping jobs needing to be done and how often.	filmstrips: "School Helpers", Eyegate "Our School Workers" McGraw-Hill
4. Division of tasks	4. Including their own desks, students choose housekeeping tasks in room to perform regularly and be checked by teacher.	
5. Action song	5. Make up action verses to be sung to the tune of "Here We Go Round the Mulberry Bush" -This is the way we sweep the fool"	
6. Correlate with housekeeping tasks at home.	6. Solicit parents' cooperation. Keep charts for tasks accomplished at home.	filmstrip BFA media "We All Work" "Our School"
7. Relate housekeeping work to future job possibilities.	7. Discuss the following: Janitorial Services, Janitorial Helper, Maid services, Homemaking services, cleaning lady.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

D.O.T.
899.

BUILDING MAINTENANCE MAN

WHERE BUILDING MAINTENANCE MEN WORK

- Office buildings
- Apartment houses
- Hospitals
- Logging & mining constructions
- Factories
- Schools
- Department stores
- Hotels
- Real estate operators
- Federal, state & local governments

HOW YOU CAN LEARN

- On-the-job
- Vocational schools

RELATED JOBS

Building Superintendent

Maintenance Foreman

Building Maintenance Man

Janitor

Building Maintenance Man helper

Good work habits detected on this job will lead to better jobs, as shown above.

FOR MORE DETAILS GO TO:

35

A BUILDING MAINTENANCE MAN

Repairs and maintains buildings by:

Installing new electrical switches and fixtures

Painting, both inside and outside

Repairing plumbing fixtures

PLUS

Replacing plaster and laying brick

AND

Repairing woodwork; building cabinets, etc.

A BUILDING MAINTENANCE MAN SHOULD

- Have good eyesight
- Have good eye-hand coordination
- Usually be a high school graduate (or have a GED)
- Be able to lift 25 to 50 pounds
- Learn to use many kinds of hand and power tools
- Be able to do a variety of jobs
- Be able to climb ladders and work on scaffolds
- Work well alone or with a minimum of supervision

$$$ THE PAY $$$

THE HOURS

- From 40 to 48 hours a week
- Some part-time work available

Extras You MAY Get

- Paid vacations
- Paid holidays
- Retirement plan
- Sick leave
- Some meals
- Health & life insurance
- Living quarters

D.O.T.
323.887

WHERE A MAID II MAY WORK

- Hotels
- Motels
- Restaurants
- Depots
- Clubs
- Beauty Parlors
- Dormitories

HOW YOU CAN LEARN

- On-the-job
- MDTA classes

RELATED JOBS

Executive Housekeeper

37 Housekeeper

Assistant Housekeeper

MAID II

Day Worker

Good work habits developed on this job will lead to better jobs, as shown above.

FOR MORE DETAILS GO TO:

MAID II

A MAID II

Vacuums, sweeps, mops floors

Cleans bathrooms

Dusts furniture

ALSO

Replaces towels and soap

May change beds

AND

May sort, count, fold linens

A MAID II SHOULD

Be neat and clean

Be in good health and able to do some lifting

Have a pleasant manner toward guests

Be honest

Be dependable

Be able to follow directions

Furnish her own uniforms

A MAID II MUST

Get a Health Certificate

$$$ THE PAY $$$

THE HOURS

- Much part-time work available
- Often seasonal work
- Week end work usually a must

Extras You MAY Get

- Some free meals
- Group insurance plans
- Paid vacations

Sanitation Workers

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitude toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will explore areas of work within their future capabilities and to appreciate that all work has dignity, by giving a three sentence oral or written report on "Sanitation Workers are Important to Us."

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Lower Elementary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View the picture fold-out of the sanitation workers.	1. Discuss what they see.	Picture fold-out, People Who Come To My House, Child's World, Mankato, Minnesota 56001
2. Recite riddles and let children guess the answers.	2. Riddles: I drive a truck down the street and help to keep the city neat. Guess who I am! I help to keep the germs away, By hauling the old food away. Guess Who I am! I sweep and sweep with all my might, Until the city looks clean and bright, Guess Who I am! You see me when the snow is deep, Pushing it up into a heap. Guess Who I am!	Book: Clean Streets, Clean Water, Clean Air, Cynthia Chapin, Albert Whitman Co., Chicago.
3. View filmstrips.		Book: About Friendly Helpers Around Town by Hoffman, Elaine, Melmont Publishers, Inc. Chicago (also Children's Press, Chicago)
4. Take a walk in the neighborhood to watch sanitation workers on the job.		Film: The Sanitation Department Crew Community Helpers Series. Color McGraw Hill. 1959 (grade 2)
5. With class have a question and answer discussion: a. Why do you think men collecting garbage are important workers? b. What are the reasons why men collect garbage? (guards the health of all, prevents pests, and guards against air pollution)		Bismarck City Sanitation Department

SUGGESTED CORRELATION FOR THIS ACTIVITY:

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
c. Name other jobs sanitation workers do: 1. Pick up paper from sidewalks, parks 2. Cut away tree branches (either fallen or dead) and carry them away.	More riddles: I am an important helper. I come to your house often. I pick up the garbage I keep the city clean. I help keep you well. I get money for doing this work. What is my job?	Filmstrip: Sanitation and the Sanitation Workers 140-G Eye Gate House, Inc.
d. Are garbage men paid well for their valuable services they offer the community?		
6. Take a field trip to city shops.	6. Observe variety of workers and equipment.	

Baby sitting

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will explore areas of work within their future capabilities and recognize importance of being dependable and responsible by preparing a scrapbook and using it to entertain another child.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Lower Elementary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Show filmstrip and record "The Junior Homemaker". Stress the importance of baby sitters in the world of work and how much her services are needed by the family. Oral discussion by questions: a. Does the family depend on her? b. What does she do to help the family? c. What are her responsibilities? d. How much are her services needed? e. Why does she do baby-sitting? f. Is she paid well for what she does?	1. List the different answers of what the baby-sitter does at the various homes of the students.	Consult with Public Library on training course in Baby Sitting Bismarck Hospital School of Nursing ma have something to offer also. 1. Filmstrip by Edu-craft "The Junior Homemaker"
2. Resource person speaks to the group.	2. Question and answer discussion	
3. Students prepare booklets.	3. Include pictures and little stories, comic strips, songs, games, etc. Prepare appropriate covers.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Supermarket

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will explore areas of work within their future capabilities in supermarket as portrayed in specific roles acted out.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Lower Elementary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Students browse through related story books.	1. Read and discuss book or books of their choosing.	Books: Bendick, The First Book of Supermarkets. Greene, I Want to be a Storekeeper, Childrens Press Goodspeed, Let's Go to a Supermarket G. P. Putnam Pope, Billy N. Let's Go to a Supermarket Taylor Publishing Co. Henriod, Lorraine, I Know a Grocer G. P. Putnam
2. Display posters of supermarket workers.	2. Collect other pictures, which apply. Mount and show on opaque projector.	Posters: Community Helpers Activities (ditto activities)set 2. F. A. Owens Publ. Co. Community Helpers Cards "Supermarket Checkers" Mary Jackson Ellis, T. S. Denison Co.
3. View filmstrips	3. Develop an on-going experience chart about the people who work in a supermarket.	Filmstrips: "A Family Shopping Trip" Society for visual Education, 1345 Diversey parkway, Chicago, ILL 60614 "Visit to a Shopping Center," McGraw-Hill Book Co. Text film Division, 30 w. 42nd St. New York, N.Y. 10036
4. Make a field trip to the Supermarket.	4. Note grooming, attitudes, (courtesy) of workers on the job, send thank you notes.	
5. Set up a play store for role-playing.	5. Students will team up to demonstrate knowledge of jobs in supermarket.	
	"Let's Go to the Supermarket" World of Work, Denoyer-Geppert. "Shopping for Groceries" Jam Handy.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

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CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward work and preparation for work.

SPECIFIC-BEHAVIORAL OBJECTIVE: Student will explore areas of work within their future capabilities in food services by making a 3 sentence oral report on "A job in food services I could do".

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Lower Elementary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read Book, I Want to Be a Restaurant Owner.	1. List various jobs involved with food services in the different types of eating places.	Book: Greene, I Want to Be a Restaurant Owner, Childrens Press
2. Resource person speaks to class.	2. Questions and discussion on work he does, hours, pay, qualifications.	Resource people from various eating places: bus boy, car hop, cook, waitress or other.
3. Make plans to eat out together.	3. Study menus. Discuss prices, (tips), proper behavior, manners.	Collection of current menus.
4. Go on a field trip to an eating place.	4. Children compose an experience chart about the trip and workers observed.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

FARMING

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will explore areas of work within their future capabilities in farming by listing 5 jobs related to farming.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Lower Elementary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View filmstrips.	1. Discuss what students know about farming and why we need a farmer in our community.	Filmstrips: Long Filmslide Services, "Farm Fathers, Series I & II" Eyegate House, "Cattle Raising"
2. Have groups of students construct a model farm. One group may construct diversified farm and other groups may construct each of the other specialized farms.	2. Ask students to tell what things are raised on a farm. Discuss the different types of farms and how they are changing. Discuss the word diversified and what it means. Discuss specialized farming and what it means.	Films: Coronet, Where Does Our Meat Come From Let's Visit a Poultry Farm One Day on the Farm Books: Children's Press, I Want to Be a Farmer Dodd-Mead, What Does a Cowboy Do?
3. Field trip to farm.	3. Observe various jobs done on the farm, and products being produced.	
4. Make posters	4. Use pictures to portray various jobs related to farming.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Dairying

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: To explore areas of work within their future capabilities in dairying, students will list five jobs related to dairy industry.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Lower Elementary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View film Adventures in Dairyland and discuss it.	1. Discuss a dairy farm and products.	Book: Dairyman Don, Barr Chapman Films: Adventures in Dairyland 28 min, color American Dairy Assoc.
2. Read books about dairyman and view filmstrips pertaining to the dairyman.	2. Talk about the jobs they have to do.	Cattle Drive (A Day on a Western Range) 11 min. Color, Encyclopedia Britannica
3. Compose experience chart story on dairy farm.	3. When the study is completed ask students how many of them would enjoy working in the dairy industry someday - and what phase of it.	Dairy Farm (15 min) Coronet Books: I Know a Dairyman, Muriel Stanek. Putnam 1970
4. Make booklets.	4. Use cutouts from magazines of milk products.	I want to be a Dairy Farmer, Carla Greene Film: Milk Encyclopedia Britannica Films 11 min.
5. Field trip to the Dairy.	5. Observe the processes and the workers involved in turning out milk products as we receive them.	

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SUGGESTED CORRELATION FOR THIS ACTIVITY

School

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:

SPECIFIC BEHAVIORAL OBJECTIVE: To understand how school is related to world of work, in a matching exercise, students will match worker with work he does at school.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL lower Elementary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View filmstrip.	1. Role play bus situations, as per film	Filmstrips: School Helper Series. Grades 1 to 3. in color, McGraw Hill
2. Read book about school helpers.	2. Discuss and answer questions brough out in filmstrip and book.	Book: Hoffman & Hefflefinger, About School Helpers, Melmont
3. Take a tour of the school building.	3. Have each worker explain his job.	Flannel graph materials our School.
4. Present flannel graph review of school workers.	4. Children select flannel graph people to tell about.	Songs: "Fun to be a Helper" Page 15 Music Around the Clock, Wolfe, Krone & Fullerton.
5. Sing "Fun to be a Helper"	5. Discuss and develop schedule of jobs pupils can do in school room.	Film: Safety on the Bus, Encyclopedia Britannica
6. Matching Exercise	6. Manipulative exercise to match name of worker with picture illustration of him on-the-job.	Film: School for Ted

SUGGESTED CORRELATION FOR THIS ACTIVITY:

SPECIAL EDUCATION -- UPPER ELEMENTARY

BROAD OBJECTIVES

I. TO DEVELOP POSITIVE SELF CONCEPTS

A. Grow in ability to understand as an individual who is unique and different from other individuals.
B. Recognize and accept limitations which cannot be changed, and how to cope with and overcome these limitations.
C. Recognize and develop worthwhile values for the maturity of the whole individual.

1. Develop a desire to be an asset to society instead of a liability.

II. TO DEVELOP POSITIVE ATTITUDES TOWARD THE SOCIETY IN WHICH WE LIVE.

A. Grow in ability to accept and respect self and others.
B. Grow in ability to accept responsibility and develop dependability.
C. To develop a more mature attitude toward cooperation with others in work and play.

1. Interdependency
2. Sportsmanship

III. TO DEVELOP POSITIVE ATTITUDES TOWARD WORK AND PREPARATION FOR WORK.

A. All individuals need to prepare for a career in order to earn a living.

1. People work for money to pay for the necessities of life.

B. All work has dignity.
C. Explore areas of work within their capabilities.
D. School subjects are meaningful and relative to a career.

1. Reading
2. Math
3. Oral and written communications
4. Health and safety
5. Social Studies

E. Positive attitudes as related to the world of work.

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I. TO DEVELOP POSITIVE SELF CONCEPTS.

Page: 1. Understanding Self (Differences in Appearances, ability)
2. Understanding Self (Likes and dislikes - differences and likenesses)

II. TO DEVELOP POSITIVE ATTITUDES TOWARD THE SOCIETY IN WHICH WE LIFE.

Page: 3. Ability to Accept and Respect Self and Others.
4. Sportsmanship (Bowling)
5. School Tasks - Depandability & responsibility
14. Babysitting (Stresses Dependability and responsibility)

III. TO DEVELOP POSITIVE ATTITUDES TOWARD WORK AND PREPARATION FOR WORK

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27 - Reading and Math
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29. Supermarket Workers
30. Farm Workers
31. Dairy Workers
32. Hospital Helpers
33. Custodian
34. Money (People Work for Money)
35. Sanitation Workers (Language)
36. Food Services

Understanding Self
Differences - personality

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self concepts

SPECIFIC BEHAVIORAL OBJECTIVE: Grow in ability to understand self as an individual who is unique and different from other individuals as measured by check list and booklet.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View filmstrip	1. Filmstrip as prelude to discussion.	Filmstrip by Eyegate "Different May Be Nice" "Me, Myself and I" Series "How the Birds Got Their Color" QED Productions
2. Experience charts	2. Lead discussions on differences in (a) appearance (b) personality (c) abilities (d) individual worth	Picture Charts - Child's World Moods and Emotions
3. Role Playing	3. Role playing to portray moods personality and behavior of one another (desirable and undesirable).	Books - Bismarck Voc. Center Triple I Series* Jim Can Swim Jack is Glad Kate Can Skate
4. Check List	4. Check list on feelings about myself friends and family.	
5. Booklet	5. Compile booklet "This Is My Life!" include: Pictures of student, Pre-school days, Place of birth, family, likes-dislikes, Habits, Hobbies, What I Would Like to Become, Happiest Time, Things I Can Do Well, Other events important to the individual.	Filmstrip: "People We Know" Dept. of Public Inst. St. Capitol Film *Understanding ourselves BFA No. 699 Very good

SUGGESTED CORRELATION FOR THIS ACTIVITY:

EXPERIENCE CHART

EXPERIENCE CHART

DO WE ACT DIFFERENT?

Some people are wiggle worms. They won't sit still and they make noise when someone else is talking. Some people are tattle tales. They are always busy trying to get others into trouble so they don't get their work done. Other people won't take turns. Then this happens notne gets a turn.

Other people are very polite. They obey all rules and practice good manners. These people are fun and a pleasure to be around.

What kind of person do you want to be?

Role playing:

Wiggle worms
Won't take turns
Messy
Show-off
Won't Try

CHECK LIST

I LIKE TO:	SOMETIMES	MOST OF THE TIME	SELDOM
1. Work by myself			
2. Work in groups			
3. Meet new people			
4. Work in quiet places			
5. Work in noisy places			
6. Work with my hands in making things			
7. Work in a clean place			
8. Take care of sick people			
9. Take care of smaller children			
10. Be around many people			
11. Take orders from someone else			
12. Decide things for myself			
13. Do chores and help at home			
14. Help to plan meals and projects			
15. Read			
16. Do art work			
17. Sing and listen to records			
18. Work indoors			
19. Work outdoors			
20. Participate in Physical Education			
21. Travel to new places			
22. Dress up			

Understanding Self

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self-concepts

SPECIFIC BEHAVIORAL OBJECTIVE: Student shows his awareness of similarities and differences between classmates by listing three ways that he is like his neighbor and three ways that he is different. Student better understands self as and individual with similarities and differences.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Filmstrip	Show filmstrip as prelude to discussion of child as a person. This will also lead to discussion of backgrounds (family and experiences). Children should become aware of likes, dislikes, differences and likenesses.	Who Do You Think You Are? (filmstrip) Guidance Associates Pleasantville, New York 10570 Who Are You (filmstrip) SVE A778-1
Bulletin Board	Children draw faces of themselves using six inch circle as basic face. They add features and cut out. Board can be titled "Here We Are Back at School" if done at the beginning of school year, which is best time. These faces are placed on board with pencil about ten inches long made of construction paper and having childs name. These items can be saved for end of the year folders for papers to be saved. A poem "As Long as I Live" can be used as part of folders at end of year.	Time For Poetry, by Arbuthnot "As Long As I Live" *Triple I Series, SRA Exemplary Proje "Different May Be Nice' Eyegate filmstrip
Sociogram	Fill out answers to questions asked on personal inventory.	

SUGGESTED CORRELATION FOR THIS ACTIVITY

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Booklets titled "Who Am I?"	Booklets are assembled containing snapshots of child and family, story about child and his family, story page of items he is interested. Also autograph page.	

Ability to Accept and Respect Self and Others

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the society in which we live.

SPECIFIC BEHAVIORAL OBJECTIVE: Observation and check lists to evaluate growth in ability to accept and respect self and others.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Filmstrips	1. Filmstrip as prelude to discussion	Who Do You Think You Are?(filmstrip) Guidance Associates, Pleasantville, NY
2. Experience charts	2. Lead discussion on (a) positive attitudes toward self and abilities. (b) establishing a better self esteem through appropriate behavior and positive thinking. (c) taking pride in personal appearance and tasks well done (d) personal health habits (e) mental health	Books: Triple "I" Series, Litton Education Publi. Co. I Aim-Ask-Act IBuild-Belong-Believe I Can - Compete-care, etc. Imperial film Co. How Do You Feel, They Need Me, Two Sides to Every Story, What Do You Think
3. Bulletin Board	3. "Child of the Week" Emphasis on one child (a) picture (b) stories he has written about himself, his likes and dislikes, hobbies and the like. (c) Any special items which he is proud of.	Film: The Right Thing To Do 775 BFA 616 Telling the Truth BFA Understanding Ourselves BFA No. 699 Being Friends BFA No. 698 film: Britannica Educ. Corp. Don't Get Angry, Are Manners Importan Rules and Laws
4. Job Assignment	4. Assign jobs in the school room to different pupils.	Books: *Manners to Grow On Exemp. Project
5. Check lists.	5. (a) Morning check list on health continued	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

55

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	5 (a) habits and appearance. (b) check list on social behavior self control of emotions and display of good manner as an evaluation at the close of each day.	

Are you one of these?

I won't take turns!

I'm messy. So What?

See Me!
I am a show-off

I won't try

Are you either of these?

Sportsmanship

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop Positive attitudes toward the society in which we live.

SPECIFIC BEHAVIORAL OBJECTIVE: Observation of pupils behavior and display of good sportsmanship.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Field trip to the Bowling Center	1. Observing teams bowling. Demonstration of correct posture, footwork and way of handling the ball.	Resource person at the Bowling Center
2. Bulletin Board a. pictures b. Terminology	2. Display pictures, list and explain terms used in bowling.	Pamphlets on bowling obtainable at the Bowling Center.
3. Develop experience chart	3. Lead discussion on the necessity of good sportsmanship in participating in games and appropriate behavior in public places.	Sports Illustrated Magazine Film: Playing Fair BFA - 615 Getting Along With Others BFA 280 Film: 614 Cooperation BFA 709 Understanding Others
4. Measure and tape lines for practice.	4. Practice in the room - position of feet - position of ball and arm for each step - delivery of ball.	
5. Game participation at Bowling Center.	5. Explain and direct actual game participation.	
6. Scoring game results.	6. Duplicate score sheets and work in groups to learn to score.	

continued.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
7. Buzz session	7. Buzz session on pupils observation of behavior on bus and at bowling center. (eliminating reference to names)	
8. Role playing.		

Responsibility and dependability through school tasks

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the society in which we live.

SPECIFIC BEHAVIORAL OBJECTIVE: Grow in ability to accept responsibility and develop dependability as measured by check lists and selfevaluation paragraph.

SUGGESTED SUBJECT AREA Special Educatior

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Round-table discussion	1. Discuss the school room (a) atmosphere (b) living together (c) how we want the room to look (d) What jobs need to be performed every day.	Books: Horton Hatches the Egg Random House Guidance Series Pages 22- 23-24-25 in teachers Guide.
2. Experience Chart	2. List jobs that need to be done daily and how they should be done. Note responsibilities connected with each job and importance of cooperation.	Film: 614 Cooperation BFA Books: Triple I Series *
3. Bulletin Board "Helping Hands" Outline of each pupil's hand under job assigned.	3. Assign specific tasks to each pupil for a week at a time.	filmstrip Danny Walk the Dog Eyegate Film
4. Check list	4. Daily check on tasks performed; was pupil reliable? Did he cooperate? Was the work done on time? How was the work done? (neatly -poorly) Respect for equipment used.	*We All Work - audio visual kit for William,Andy & Ramon
5. Brief self evaluation	5. Write a brief paragraph on "How Well Did I Do the Work Assigned to Me"	

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SUGGESTED CORRELATION FOR THIS ACTIVITY:

CHECK LIST

My work for the week of _____ _____ to _____ _____
(month) (day) (month) (day)

_____ _____
(name) (work to be done)

If you can honestly answer "yes" to the question, put a check mark down.

	Mon	Tue	Wed	Thu	Fri
1. Did I do my work today?					
2. Was my work done on time?					
3. Did I do my work neatly?					
4. Was everything put back the way I found it?					
5. Did I do my work without being reminded?					
6. Was I cheerful?					
7. Was I polite?					
8. Did I cooperate?					

"How well did I do my job this week? (write on back side.)

5a

Responsibility

1. To assist children in understanding that one has responsibilities toward oneself and society.
2. To help children discover there is a self-satisfaction in being a responsible person.
3. To create an atmosphere which encourages responsible behavior.

RESPONSIBILITY is the acceptance of an obligation to fulfill a duty or a task. A person with a sense of responsibility does something he knows must be done, and completes tasks once he has started them. He is both dependable and trustworthy. He will do a job which is given to him even when there is no one else to see that it gets done.

If people detect a sense of responsibility in someone, they will be disposed to think well of him. People who are given important jobs to do, and who enjoy the recognition that attends them, are generally responsible people.

The relation between responsibility and learning cannot be too highly stressed. The child must appreciate the importance of education and take it upon himself to study and learn. Too long, now, has the responsibility for the child's education been left to others, who can do no more than present the material to him. No one but the child himself can learn it. Responsibility also may entail individual action. A person's sense of responsibility may cause him to act apart from the group, if he realizes it is important for him to do so. The child must develop the insight to perceive what he must do and the strength to do it.

One way a child can develop a sense of responsibility is to pattern himself after a responsible person, to watch how he acts and use him as a model for his own actions.

Horton Hatches the Egg

by Dr. Seuss

p. 1 ► "It's *work!* How I hate it!
I'd *much* rather play!"

1. Do you think you'd enjoy hatching an egg?
2. Would most people rather play than work?
3. Why is it important to work as well as play?

p. 3 ► "I won't be gone long, sir. I give you my word."

1. Do you think Mazie will keep her word? Why?
2. How can you tell that Mazie is not trustworthy?

p. 4 ► "I'll stay and be faithful. I mean what I say."

1. What does Horton mean by *faithful*?
2. Should people help others with their tasks?

p. 12 ► "I wish she'd come back
Cause I'm cold and I'm wet.
I hope that that Mazie bird doesn't forget."

1. Why did Horton stay on the nest through the storm?
2. Would you like to have Horton help you with your chores?

p. 19 ► They taunted. They teased him.
They yelled, "How absurd!"
"Old Horton, the Elephant
Thinks he's a bird!"

1. Do you think that their teasing will make Horton leave the nest?
2. Do you think that the other animals are as responsible as Horton?
3. Will the egg *ever* hatch?

p. 38 ► "I meant what I said, and I said what I meant . . .
An elephant's faithful—one hundred per cent!"

1. Do you think Horton is foolish?
2. Can everyone be as faithful as Horton?
3. What are some ways people can show they are responsible?

5d

HORTON HATCHES THE EGG by Dr. Seuss

p. 41 ► Who (*of all people!*) should chance to fly by
But that old good-for-nothing bird, runaway Mazie!
Still on vacation and still just as lazy.

1. Is Mazie a good bird?
2. Is Mazie responsible and trustworthy?
3. Do you think Mazie would take care of Horton's home?

p. 47 ► "But it's MINE!" screamed the bird, when she heard the egg crack.
(the work was all done. Now she wanted it back)

1. Do you think Mazie deserved to get the egg back?
2. How had Horton earned the egg?
3. Does working for something make people feel it is theirs?

p. 52 ► And they sent him home
Happy,
One hundred per cent!

1. Why was Horton happy?
2. Should people be like Horton or Mazie?
3. How can children act more like Horton at home or at school?

SUMMARY DISCUSSION: When we are given jobs, it is important that we work at them until we finish. Responsible people are more trustworthy and are given things to do.

Further Reading:
HAVING A FRIEND by Betty Miles
MIDDLE MATILDA by Winifred Bromhall
BRIDGET'S GROWING DAY by Winifred Bromhall

Parents Jobs

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Explore areas of work within their capabilities

SPECIFIC BEHAVIORAL OBJECTIVE: Students will write a brief paragraph summarizing information on parents employment.

SUGGESTED SUBJECT AREA Special Ed.

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Have students tell about jobs areas in which their parents are employed. 2. Gather information from parent as to job preparation, duties, work hours, does he work alone or with others, etc. 3. Play Clock Quizmo 4. Play act the work you would like best to do. Others guess what it is	Begin by asking pupils what type of work their parents are employed in. List areas of work (waitress - truck driver) Discuss the ways in which school work has prepared them for their jobs. Relate subject matter to job preparation correlate telling time and calculating work hours on the job Refer to interdependency of workders and attitudes.	Resource persons. Parents who would volunteer to come to speak to the pupils about their work. About Fathers At Work - Melmont Night Workers - E. P. Dutton and Co. Neighborhood Workers - Filmstip Britann Business in the City - Filmstrip Britan World of Work Series Set I and II - McGraw Hill (Filmstrips)

SUGGESTED CORRELATION FOR THIS ACTIVITY

Gardening

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Exploring areas of work within students capabilities

SPECIFIC BEHAVIORAL OBJECTIVE: Gain knowledge and information about planting and care of gardens measured by performance in actual planting of flowers and garden vegetables.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Field trip - filmstrip	1. Prelude to gardening	Experimental farm Filmstrip - Farm Fathers Series I by Long Filmslide Service
2. Experience Chart	2. Lead discussion on (a) types of gardens (b) location for gardens (c) types of soil (d) shapes of garden &flower beds. (e) protecting the garden (f) measuring and staking the garden (g) different kinds of seeds	Books: School and Home Gardeners by Meier Ginn and Company Gardening for Beginners by Daniel Fole Funk and Magnolias - New York
3. Bulletin Board and riddles	3. Identifying different vegetables and flowers. Write riddles.	Henry Field's Seed and Nursery Co Shenandoah, Iowa Resource person - Member of garden cl
4. Experience Chart	4. Lead discussion on: (a) Purchasing seeds and ordering from seed catalogue (b) Identifying garden seeds (c) Preparing soil for planting (d) Fertilizers (commercial & Manure) (e) Insecticides (f) Friends and foes of plants (g) Germination of seeds	Books: About Truck Farming: by Irma Johnson Melmont Publishers Inc. About the Vegetables on Your plate by Elwell Allee - Melmont Publ, In

continued

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
6. Write letters to dept of Agriculture for pamphlets on gardening.	6. Discuss planting and cultivating (a) Structure of plant (b) Transplanting (c) Terms of planting (d) Planting seeds (e) Cultivating	6. Pamphlets from Dept. of Agriculture
7. Posters of Job areas	7. Discuss job areas related to gardening. (a) Landscape Gardening. (b) Park Caretaker (c) Grounds-Keeper Gardener (d) Greenskeeper	Booklet: Lawn Care
	8. Location of jobs at schools (a) schools (b) nurseries (c) highways (d) parks (e) golf courses (f) business places (g) private homes	

WHERE GROUNDS-KEEPER GARDENERS WORK

Schools	Parks
Nurseries	Golf Courses
Cemeteries	Highways
Government Lands	Business Places
Private Homes	

HOW YOU CAN LEARN

- On-the-job
- Vocational schools

RELATED JOBS

Good work habits developed on this job will lead to better jobs, as shown above.

FOR MORE DETAILS GO TO:

D.O.T. 407.884

GROUNDSKEEPER (GARDENER)

A GROUNDS-KEEPER GARDENER

Plants & tends flowers, shrubs, lawns, etc.

Cuts and edges lawns

Waters lawns, shrubs, flowers, etc.

also

Prunes, trims, fertilizes plants

Removes weeds

and

Removes litter

A GROUNDS-KEEPER GARDENER SHOULD

Enjoy working outdoors
Be able to be on his feet 8 hours a day
Be able to bend, stoop, lift and carry
Not be color-blind
Be able to use tools
Be aware of local gardening conditions

IN MOST CASES, A GROUNDS-KEEPER GARDENER MUST:

Have or get a [redacted] driver's license

$$$ THE PAY $$$

THE HOURS

Usually a 40 - 44 hour week

Extras You MAY Get

- Paid vacations
- Paid sick leave
- Life & Health Insurance
- Retirement plan

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: School subjects are meaningful and relative to a career.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is aware and understands that reading is relative to a gardening career.

SUGGESTED SUBJECT AREA Reading

SUGGESTED GRADE LEVEL Intermediate
Special Education

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Plant seeds in milk cartons or hot bed according to directions on package.	1. Read and interpret instructions for planting seeds.	1. Seed packages
2. Reports on a few common plant diseases and harmful insects.	2. Discuss importance of being able to read phamplets relative to plant diseases and inseacts harmful to plants. Assign topics to be read in class.	2. Phamplets from Dept. of Agriculture 3. Book: *I Aim, Ask and Act Career Development Material

7a

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: School subjects are meaningful and relative to a career.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is aware and understands that Math is relative to a gardening career.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL Special Educ. / Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Measure garden plot - distance between rows and plants.	1. Discuss and explain: A. Necessity of space between plants and rows. B. Units of measurement (a) inch (b) foot (c) yard C. Terms (a) length (b) width (c) depth	1. Text books: Section on measurement
2. Figure cost of seeds tools and fertilizer. Total costs.	2. Discuss cost of seeds, tools and fertilizer.	2. Prices from local merchants.
3. Problems related to weighing and selling produce.	3. Discuss selling of produce. A. Why do you want to sell your produce? B. How would you sell your produce? (a) by the pound (b) by the bunch (c) by the dozen (d) by the bushel	3. Prices of produce from local grocer.
4. Worksheets	4. Worksheet to evaluate learning A. Problems on measurements B. Problems on selling and on profit or loss.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: School subjects are meaninful and relative to a career.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is aware that oral and written communications are important areas of learning involved in a gardening career.

SUGGESTED SUBJECT AREA Language

SUGGESTED GRADE LEVEL Special Education / Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Write "Thank You" letters to Experimental Farm.	1. Class members contribute to composition of a letter. (teacher guided) One pupil records ideas on chalkboard.	1. Language book Section on Letter writing
2. Role playing: Selling produce to grocer	2. Discuss selling produce raised in a garden. A. Who would you contact? B. How would you introduce yourself? C. What would you say and why would it be necessary to express yourself well when trying to sell your produce?	2. Language book. Section on meeting new people (introductions and conversations)
3. Role Playing telephone conversation	3. Could you contact purchaser by telephone? What would you say?	3. Telephone Kit - Bell Telephone Office

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Nurses Aid
Nursing Care

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Exploring areas of work within student's capabilities

SPECIFIC BEHAVIORAL OBJECTIVE: Gain knowledge of and experience in performing tasks of a Nurses Aid and in Home Care for Elderly People measured by performance in role playing.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Film Bulletin Board Informal talk by Nurses Aid (in uniform) Question period	1. Prelude to information on the work of a person who attends the sick or helpless.	Film The Nurse* Eyegate *The Nurse's Aid - Eyegate Resource person - Nurse - Nurses aid or practical nurse
2. Experience chart	2. List tasks a nurse's aid must be able to do. (a) Bathe and dress patient (b) Serve food trays (c) Feed some patients (d) Take and record temperatures (e) Take patients to and from treatment rooms.	Books: I Know a Nurse by Marily Sims Polly Bolian, G. P. Putnam's Sons, New York I Want to Be a Nurse by Carla Greene Children's Press, Chicago About Miss Sue, The Nurse - by Frances Thompson, Melmont Publ. Inc. Chicago Nurses and What They Do - Gregor Nurses Around the World - Alice Fitzge Come to Work with Us in a Hospital Sextant Systems Inc. Pictures - Hospital Helpers * S.V.E. Set S. P. -124
3. Experience	3. Lead discussion on necessary requirements of a nurses aid: (a) Be at least 18 yrs of age (b) Be very kind and understanding (c) Enjoy helping sick people (d) Be neat and clean (e) Be able to do some lifting (f) Work carefully even when rushed (g) Be able to be on her feet 8 hours a day.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
4. Role playing patient and Nurses Aid	4. Set up a bed - bedside table trays	Information from local hospitals
5. Oral report (by those who had contacted local hospitals) Note taking by others.	5. Assign pupils to contact local hospitals for information such as; (a) jobs available (b) hours of work (c) pay (d) fringe benefits	

D.O.T.
3[illegible].878

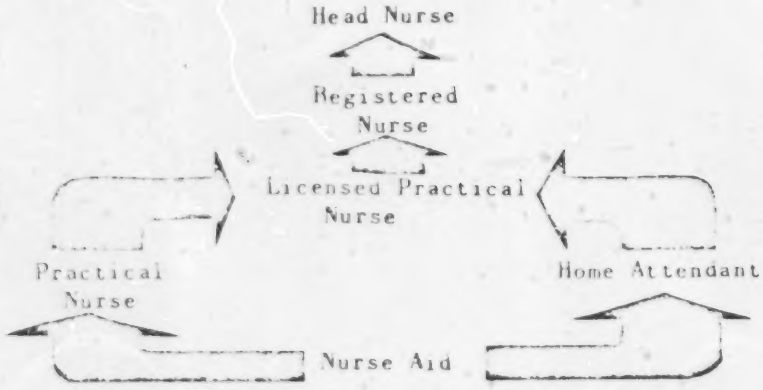
WHERE NURSE AIDS WORK

- Hospitals
- Clinics
- Nursing Homes
- Convalescent Homes
- Doctor's Offices

HOW YOU CAN LEARN

- MDTA classes
- Some nursing homes
- On-the-job training
- Vocational schools

RELATED JOBS



FOR MORE DETAILS GO TO:

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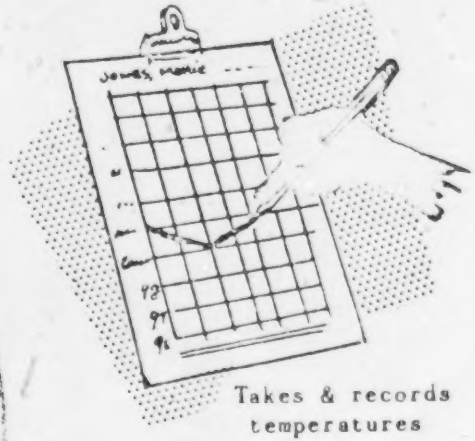
NURSE AID

A NURSE AID . . . . . .

Serves food trays;
feeds some patients

Bathes & dresses
patients



Takes & records
temperatures

Takes patients to
& from treatment rooms

A NURSE AID SHOULD

. Be at least 18 years old
. Be very kind & understanding
. Enjoy helping sick people
. Be neat & clean
. Not be overweight
. Be able to do some lifting
. Work carefully even when rushed
. Be able to be on her feet 8 hours a day

A NURSE AID MUST

. Get a Health Certificate
. Pass a physical examination

$$$ THE PAY $$$

THE HOURS

. Usually 40 hours a week
. May be night shift
. May be holidays & weekends

Extras You MAY Get

. Health Insurance
. Retirement Plan
. Some Meals
. Paid Holidays
. Paid Vacations
. Sick Leave

CAREER DEVELOPMENT ACTIVITIES

Waiter - waitress

BROAD OBJECTIVE: To develop positive attitudes toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each pupil will demonstrate proper method of setting table and perform ducies of a waiter or waitress by role playing.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Field trip	1. Arrange for a luncheon at a restaurant.	Filmstrip. Mother Works too - Eyegate
2. Filmstrip and experience chart.	2. Lead discussion on the work of a waitress or waiter as observed on the field trip.	Books: I Want to be a Waitress Children's Press Nick the Waiter McGraw Hill Inc.
3. Experience chart	3. Lead discussion on the qualifications and abilities necessary to be a good waiter or waitress such as: A. Be able to remember procedure of tasks. B. Write orders correctly. C. Give orders to cook correctly. D. Be able to add up the check. E. Be neat and clean F. Be courteous G. Be patient H. Be able to work under some pressure.	Judy, the Waitress, McGraw Hill Inc. Filmstrip - The Waitress - Eyegate
4. Experience chart	4. Lead discussion on job facts such as: A. kinds of restaurants where one can work. B. How to apply for a job.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	4. C. Hours of work D. Benefits E. Training	
5. Setting table	5. Have students practice proper table setting.	
6. Role Playing	6. Plan actual noon luncheon in the room. A. Plan menue B. Shop for groceries C. Prepare food D. Set tables E. Wait on tables F. Remove dishes G. Clean up	

D.O.T.
211.878

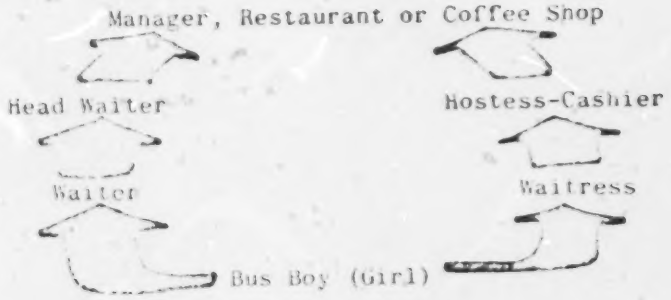
WHERE BUS BOYS (GIRLS) WORK

- Restaurants
- Coffee shops
- Sports
- Schools & colleges
- Dinner houses
- Hotels

HOW YOU CAN LEARN

On-the-job

RELATED JOBS



Good work habits developed on this job will lead to better jobs, as shown above.

FOR MORE DETAILS GO TO:

80

BUS BOY(GIRL)

A BUS BOY (GIRL)

Carries dirty dishes from the dining area to the kitchen

Resets the tables

Serves ice water, coffee and butter to the customers

Supplies the dining room with clean linens, silverware, and dishes

also,

May clean glass shelves and equipment, coffee urns and dispensers

A BUS BOY (GIRL) SHOULD

Enjoy working with people
Be neat and clean
Be able to be on his/her feet 8 hours a shift

A BUS BOY (GIRL) MUST

Get a Food Handlers' Certificate

$$$ THE PAY $$$

THE HOURS

- Day or night hours
- Some week-ends
- Part-time work available

Extras You MAY Get

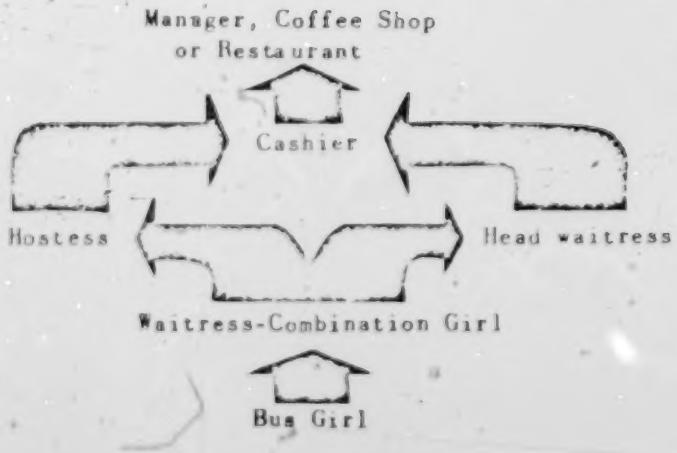
- Meals,
- Uniforms
- Paid vacations
- Paid holidays
- Health & life insurance

WHERE WAITRESS-COMBINATION GIRLS WORK

- Restaurants
- Dinner Houses
- Coffee Shops
- Hotels
- Golf Courses
- Bowling Alleys
- Variety Stores
- Drug Stores
- Schools & Colleges
- Factory Cafeterias
- Airports
- Bus & Train Depots

HOW YOU CAN LEARN

On-the-job-training
Vocational schools
MDTA classes



FOR MORE DETAILS GO TO:

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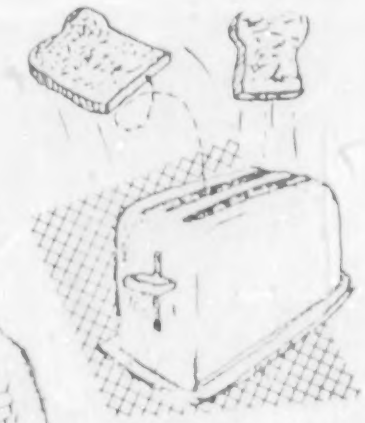
WAITRESS-COMBINATION GIRL

12d

A WAITRESS-COMBINATION GIRL

Takes order
from customers



Makes toast,
sandwiches,
salads, & drinks

Collects money &
makes change

and

Dishes up food
from
steam tables

Sets and clears

A WAITRESS-COMBINATION GIRL SHOULD

- Enjoy working with people
- Be neat and clean
- Be able to be on her feet 8 hours a day
- Be able to read & write
- Be able to do simple arithmetic

A WAITRESS-COMBINATION GIRL MUST

Get a Food Handler's Certificate

$$$ THE PAY $$$

THE HOURS

- Usually 8 hours a day
- Usually 6 days a week
- May be split shifts
- May be night hours
- May be weekends
- May be holidays

Extras You MAY Get

- Meals
- Uniforms
- Paid vacations
- Health & life insurance

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: School subjects are meaningful and relative to a career.

SUGGESTED SUBJECT AREA Health

SUGGESTED GRADE LEVEL Spec. Ed. Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read Menus	1. Duplicate or obtain menus from several local restaurants. Present new words and word concepts.	1. Menus from local restaurants
2. Bulletin board - 4 basic foods	2. Discussion on what a well balanced meal consists of.	2. Health text - section on nutrition.
3. Make up menus for a days well balanced meals.	3. List foods under each basic group.	3. Health posters on foods City Health Dept.
4. List 4 good reasons why a waiter or waitress should be in very good health.	4. Discuss the importance of proper nutrition to good health and why good health is important to any job.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Develop positive attitudes toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: School subjects are meaningful and relative to a career.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL Intermediate Spe. Ed.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Film	1. Introduction to discussing the relative value of math to a career.	Film- Money and It's Uses The Number System Numerals Everywhere
2. Figure cost of luncheon planned on activity sheet 9.	2. List all items purchased at the grocery store - giving price - Figure total cost. Tax included.	Newspaper: Grocery store ads Big Boy - Price list folders
3. Figure cost per pupil for luncheon	3. Discuss sharing cost - Teaching simple division.	
4. Role playing.	4. Set up imaginary Big Boy Drive In. Give each pupil $1 and have them order - Observe to see if they can figure correct amount they will need for their order and if cashier gives the correct change.	Sales tax card - State tax dept.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Taxi or bus driver

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Explore areas of work within their capabilities

SPECIFIC BEHAVIORAL OBJECTIVE: Students will write a brief paragraph on information about the employment of a taxi or city bus driver.

SUGGESTED SUBJECT AREA Language - Math Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Film	1. Introduction to the work of a taxi or city bus driver	Film: "The City Bus Driver"
2. Write a letter to Motor Vehicle Department for information on requirements for permits.	2. Discussion on: 1. Requirements 2. How to obtain a permit	Books: "Ned the Taxicab Driver"
3. Report on information obtained from local companies	3. Assign two pupils to get information from local taxicab and bus company on working hours, wages and benefits	
4. Develop Experience chart	4. Lead discussion on abilities and desirable traits needed to be a good taxi or bus driver. A. Be able to read a city map and locate all areas B. Be able to make change C. Be able to remain calm in emergencies D. Be patient E. Be courteous	
5. Bulletin board on streets and highway signs.	5. Lead discussion on signs and safety measures the driver must be alert to.	

continued

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
6. Math problems	6. Assign a committee to find out the taxi and bus fares to different parts of the city and outlying areas.	
7. Write a brief paragraph summarizing information on the work of a taxi or bus driver.	7. Evaluation through written paragraph and discussion.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Students be aware through his ability to make home repairs he will become a more secure and participating member of society.

SPECIFIC BEHAVIORAL OBJECTIVE: List all different jobs that could be done around home and know through his ability to do so, this will be a saving to him and others.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View filmstrip.	1. Filmstrip as prelude to discussion	Filmstrip - record Denoyer - Geppert 103 - The Junior Homemaker
2. Develop experience chart on different concepts (over period of weeks)	2. Lead discussions on different equipment needed for repairing different tasks - an exterior and interior of home. a) What is home repaire and how is it useful to us? b) What materials will be needed and where to obtain them? c) What things can we repair in the yard? d) What equipment is needed for repairing the yard and where can it be obtained? e) General upkeep: What can we do to keep our homes looking nice? f) Discuss important skills to be a good repairman, and list. g) List different jobs that could be done around home.	Books: McGraw Hill Book Co. 641297 - Building Houses 641238 - Taking care of property G. P. Putnam's Sons I Know a House Builder Harper & Row Boys Book of Tools The True Book of Tools for Building Children's Press I Want to Be Series: I Want to be a Carpenter Sextant Systems House Construction
3. Set up workshop in room.	3. Number of tools and materials provided by local merchants. Learn about tools and uses.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
4. Visit an <u>old</u> house. One in need of repairs.	4. Lead discussion on contents of house. Possibilities of repair <u>inside</u> and <u>out</u>.	
5. Pictures - Posters	5. Discussion on rooms <u>before</u> being remodeled and <u>after</u>.	

EXPERIENCE CHART

Home Repair

Concept I WHAT IS HOME REPAIR AND HOW IS IT USEFUL TO US?

Home repair consists of mending and fixing different objects within and about our home. We can learn to do much of this repair ourselves and not have to depend on some one else to do it for us.

It is most important for us to have a knowledge of home repair because in the future we will have to care for our own homes. By getting the needed materials and doing the basic repair work ourselves, we can save money. When we make the needed repairs about our homes, it will help to prevent a number of home accidents and also give things a nicer appearance.

Concept II (develop on experience chart) WHAT THINGS CAN WE REPAIR IN THE KITCHEN.

Concept III WHAT MATERIALS DO WE NEED FOR KITCHEN REPAIR AND WHERE CAN WE OBTAIN THEM?

Concept IV WHAT THINGS CAN WE REPAIR ON THE OUTSIDE OF THE HOUSE?

Concept V WHAT BASIC MATERIALS ARE NEEDED FOR EXTERIOR REPAIR AND WHERE MAY THEY BE PURCHASED?

Concept VI WHAT THINGS CAN WE REPAIR IN THE YARD?

Concept VII WHAT EQUIPMENT IS NEEDED FOR REPAIRING THE YARD AND WHERE CAN IT BE OBTAINED?

EXPERIENCE CHART

Math

I. Mike needs some repair work done in his home. A repairman charges $8.00. If Mike did the repairing himself, the materials he would need cost $5.75. How much money would Mike save by doing the work himself. _____

II. Joe is starting a repair kit. He would like to get a screwdriver which costs $2.98, one small box of screws which cost $1.00, a hammer which costs $3.50, and a 50¢ pound of nails. How much money does Joe need to save? _____

III. Later Joe wants to add to his repair kit, a saw selling for $10.00, pliers selling for $1.75, and a set of wrenches which sell for $15.00. How much money does Joe need to save? _____

IV. Dean is buying a $15.00 saw. He has a twenty dollar bill to give the clerk. How much change will Dean receive? _____

V. A hammer sells for $4.50. The lumber yard is having a sale and selling them for $2.75. How much money is saved by getting the hammer on sale?

EXPERIENCE CHART

Health and Safety

Directions: PLEASE COMPLETE THE FOLLOWING SENTENCES

1. A torn electric cord is dangerous because _____

2. A loose chair leg is not safe because _____

3. A broken window should be repaired immediately because _____

_____

4. A rusty nail is dangerous because _____

Language

Answer the question below by writing a short paragraph on -

WHY IS IT BEST TO HAVE OUR HOMES IN GOOD REPAIR WHEN PEOPLE COME TO VISIT US?

Home Repair Helper

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: School subjects are meaningful and relative to a career.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is aware and understands that math is related to a home repair helper.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL Special Ed. Int.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Measuring items in room.	1. Discuss and explain what measuring tools could be used for: A. Necessity of measurement. a. table b. window & door c. desk d. floor, etc. e. bank 2. Units of measurements a. inch b. foot c. yard B. Terms a. length b. width c. depth	1. Textbook on measurements.
2. Look in newspaper for sales on items. Problems related to buying. Figure cost of items. Total cost.	2. Discuss: (a) advantage of buying on sale. (b) Know how much we can save. (c) problems on measuring.	2. Newspaper sale sheets.
3. Measuring repairs needed in yards.	3. Discuss yard repair. (continued)	3. Price list from local merchant.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	3. A. Best unit of measurement to be used and what repairs to buy. (a) fence needs a board (length and width) (b) clothesline needs a rope or wire (how long) (c) Lawn furniture (paint to buy) (d) garden hose has a lead. (e) gate latch.	

me Repair

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: School subjects are meaningful and relative to a career.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is aware and understands that reading is related to a home repair helper.

SUGGESTED SUBJECT AREA Reading

SUGGESTED GRADE LEVEL Special Edu. Int.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Reading story on filmstrip.	1. Discuss film strip story as we go along.	1. Filmstrip
2. Reading labels and directions on bottles and paint cans.	2. Discuss different units of measure to use. (a) pints. quarts, gallons. (b) inches, feet, yards	2. Bottles, paint cans, etc. from home having labels.
3. Reading signs in stores and newspaper ads.	3. Discuss - Sale signs in store and newspaper.	3. Newspapers and signs.
4. Reading topics on home repair.	4. Discuss stories students have read.	4. Textbooks that may suggest this particular area of work.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Home Repair Helper

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: School subjects are meaningful and relative to a career.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is aware and understands that oral and written language is related to a home repair helper.

SUGGESTED SUBJECT AREA Language

SUGGESTED GRADE LEVEL Sp. Ed. Int.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Write thank you letters to Special Education Workshop.	1. Students contribute to composition of letters.	1. Language book - section on letter writing
2. Write paragraphs on what they observed in shop.	2. Discuss - (a) Tools used and where used. (b) Different things being made.	2. Language book - paragraph development.
3. Write paragraph on how to repair different things.	3. Discuss these topics for writing (a) broken chair leg. (b) screen door (c) broken steps on ladder. etc.	3. Text book on paragraph writing
4. Visit high school Special Education workshop.	4. Ask questions about (a) tools and their use. (b) different things students were making.	4. Special Education teacher of high school workshop.
5. Take a walk to area where exterior work is going on.	5. Inquire about (a) Work of each individual on job. (b) Tools he uses	5. Workers on job.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Home Repair Helper

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: School subjects are meaningful and relative to a career.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is aware and understands that health and safety are related to a home repair helper.

SUGGESTED SUBJECT AREA Health & Safety

SUGGESTED GRADE LEVEL Special Education Int

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Write health and safety rules for home repair.	1. Discussion on health and safety rules. (a) clean paint brushes after using (b) putting equipment away (c) picking up scrap materials (d) keeping cleaning supplies	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

97

BEST COPY AVAILABLE

THE CARPENTER

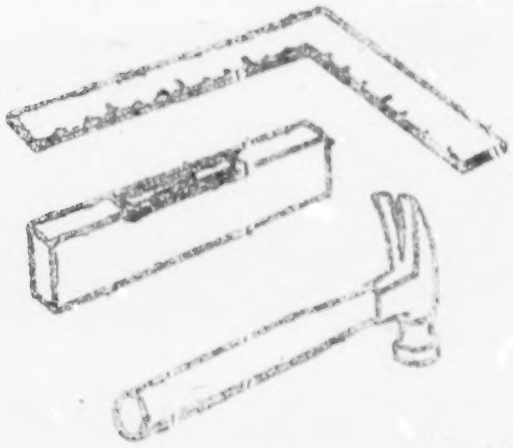
HAVE you ever watched the carpenter? It is fun to see the work he does. He uses all kinds of tools. He saws. He measures. He hammers.

Sometimes Mr. Carpenter uses a tool called a plane. This trims off thin slices of wood. Have you ever played with the curls of wood or shavings?

The carpenter also uses a tool called a level. He places the level on the floor, step, or windowsill to see if it is perfectly flat. Do you know how a level works? Another tool that the carpenter uses is the square. This is for measuring.

Sometimes a carpenter is hired to do repair work or to rebuild. Sometimes he works on a new home. He must do careful work so that things will fit right.

Draw a line from the word to the correct object.



plane

square

hammer

saw

level

This line is 1 inch long. ———

12 inches is one foot. Your ruler is 1 foot.

There are 3 feet in 1 yard.

With your ruler measure 3 feet on a yardstick.

Do you know the right way

to use a hammer?

to hold a nail?

to use a saw?

COMMUNITY HELPERS ACTIVITY-POSTERS — SET 2
Copyright 1957 by F. A. Owen Publishing Company
Printed in the United States of America

Laundry and dry cleaning

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Exploring areas of work and to develop positive attitude toward world of work and recognize different jobs available to laundry.

SPECIFIC BEHAVIORAL OBJECTIVE: Observe pupils work - worksheets on laundry workers, duties of each - rules and regulations of shop.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Visit laundry and dry cleaning shop. Coin-operated laundry, home laundry with wringer washer and automatic washer-	1. Discussion on different jobs available. a. Sorter b. Presser c. spotter d. pick up and delivery man,etc.	1. Lightenyour Laundry Load Laundry Methods for You. Iowa State University Cooperative Extension Service Ames, Iowa
2. A clothes basket contains soiled clothes and different articles.	2. Identify spots and be able to list things on paper. (dress, jeans, towel, blouse) box of detergent, softener, botties of bleach, etc.	2. Lighten Your Laundry Load Laundry Aids - (address same as abc
3. Experience chart. (Different concepts to develop over period of weeks.	3. Discuss and develop chart. a. Reasons for washing clothes b. Ways clothes can be washed. c. Laundry choice d. laundry methods for the laundry choices. e. Job opportunities	3. Pamphlet: Removing Spots and Stains Linda Marshall, Home Service Dept. Newton, Iowa.
4. Have class take a survey over weekend.	4. Ask 5 people these two a. Who washes your clothes? b. Where are the clothes washed.	4. Bulletin: Removing Stains from Fabrics - Home and Garden Bulletin No. 62 U.S Dept. of Agriculture Co. Extension Service and U. S. Government Printing Office.

continued

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
5. Have one volunteer go to a laundromat (coinoperated)	5. Pupil will: a. count kinds of people who use it. b. ask attendant or manager for an estimate of people who use it. c. Write a summary and report.	
6. Work out problems on wages, hours worked, etc.	6. Discussion on wages, hours worked benefits received, etc.	6. Obtain price list from laundry
7. Home experience (washing clothes)	7. Discussion (a) Value of home practice	

WHE[redacted] SEWING MACHINE OPERATORS WORK

Garment factories located in most states.

HOW YOU CAN LEARN

On-the-Job Training

Vocational Schools

RELATED JOBS

Forelady

Lead Girl

Sewing Machine Operator

Trainee

Good work habits developed on this job will lead to better jobs, as shown above.

FOR MORE DETAILS GO TO:

D.O.T. 787

SEWING MACHINE OPERATOR

A SEWING MACHINE OPERATOR

Threads machine

Operates machine to make clothing

Trims excess material from garment

ALSO

May specialize on machines like buttonholers or hemmers

A SEWING MACHINE OPERATOR SHOULD

Be able to work in a sitting position

Be at least 18 years old

Like to work with her hands

Have good eyesight

Be willing to do repetitive work

$$$ THE PAY $$$

THE HOURS

Usually 40 hour week,

Monday through Friday

Extras You MAY Get

Paid holidays

Health insurance

Paid vacations

D.O.T.
365.382

WHERE MACHINE PRESSERS WORK

Laundries
Drycleaning plants
Garment factories

HOW YOU CAN LEARN

On-the-job

RELATED JOBS

Good work habits developed on this job will lead to better jobs, as shown above.

FOR MORE DETAILS GO TO:

Machine Presser

A MACHINE PRESSER

Spreads garment on table of buck press

Positions pressing head and locks into place

Applies steam to press, block, or dry garment

Releases head; rearranges garment

and...

May finish pressed article with hand or puff iron

A MACHINE PRESSER SHOULD

Be in good physical health and able to stand for long periods
Be able to stoop, reach, and lift
Have good eye-hand coordination
Have good manual dexterity
Have good eyesight
Be dependable
Be able to endure uncomfortably warm temperatures
Not mind constant noise

$$$ THE PAY $$$

104

THE HOURS

Usually 40–48 hours a week
May work evenings and weekends
Part-time work is available

Extras You MAY Get

. Health & life insurance
. Paid vacation
. Paid holidays
. Discount or free cleaning
. Annual bonus

EXPERIENCE CHART

Need for Washing Clothes

Dirty clothes need to be washed. We like clean clothes best. We want to be clean so others will like us. We feel better in clean clothes. Clean clothes are important when I apply for a job. Bed linens and towel need to be clean. This helps to prevent the spread of infections and colds. I spill pop, catsup, milk and other food on my clothes. I cut my finger and the blood fell on my trousers. I smeared lipstick on my blouse. I fell in the mud. I sweat so I need to wash the odor out of my clothes. My collar and cuffs get dirty.

Spelling words for one week

1. wash
2. clean
3. clothes
4. grease
5. linens
6. stains
7. catsup
8. sweat
9. germs
10. blood

Use in sentence. Put words in alphabetical order. Look up some words in dictionary.

Each concept could be developed on experience chart. Different spelling words for each week. Make up worksheets on math, language, health, etc.

WORKSHEET

Use these words in following sentences:

1. CLEAN	4. CLOTH	7. BODY OIL	10. SOIL
2. CLOTHES	5. GERMS	8. LINENS	11. CATSUP
3. GREASE	6. WASH	9. STAIN	12. BLOOD
			13. CLEAN

1. When I apply for a job, I should wear _____ _____.
2. Clean clothes make me feel _____.
3. Sometimes I wipe _____ on my jeans as I work on the car.
4. My shirt is made of cotton _____.
5. Colds and _____ are spread by using soiled towels.
6. After I work and sweat, I need to _____ my clothes.
7. _____ _____ often shows on the collar of my shirt.
8. Sheets, towels, tablecloths are examples of _____.
9. It is important that doctors and nurses wear uniforms that are free of _____ and _____.
10. When I eat hamburgers, I sometimes spill _____ on my blouse.
11. Someone wiped _____ on the towel.

FIELD TRIP: COIN OPERATED LAUNDRY

Things We Must Look for:

Directions for use of washers, dryer, extractor

Cost of operation cleanliness

Tables for sorting and folding chairs or benches for waiting

Detergents and bleach dispensers condition of machines

Change machines Baskets or carts

The attendant or manager will be available for questions.
It is also hoped that a regular customer will give her of his comments on use of coin-operated laundry.

Questions We Must Ask.

1. Are all the machines working?
2. What is the temperature of the water?
3. Is the water softened?
4. Is the supply of water good?
5. How do you get a refund of money?
6. Is it safe to leave the clothes as they wash or dry?
7. How often is the laundry cleaned?
8. Do you suggest a certain detergetn?
9. How hot do the dryers get on eacn setting?
10. What do I do if the machine stops?
11. Are the machines cleaned and serviced regularly?
12. About how many people use the machine daily?
13. How many loads of clothes are washed each day?
14. Are the people happy with the results of the machines?
15. Is there a limit on the number of machines that a person can use?
16. How long does it take to wash a load of clothes? Dry it?

What We Learned At the Laundry

1.
2.
3.
4.
5.

Laundryman	Attendant
Directions	Laundress
Choice	Spotter
Service	Extractor
Repairs	Presser
Manager	Decision

Complete Sentences.

1. The owner and or the operator of a coin-operated laundry is called the _____.
2. The person who cleans the laundry and assists the people with their washing and drying is called the _____.
3. An _____ removes extra water from clothes by spinning its tub very fast.
4. We have our _____ of four or more ways to clean clothes.
5. Follow the _____ when using the washing machine.
6. When a machine stops running, we need _____.
7. Then the service man will come and make the _____.
8. The _____ will wash and iron your clothes.
9. We must make a _____ about the way to clean our clothes.
10. A _____ is a woman who washes clothes.
11. These are names of jobs in a commercial laundry:

_____, _____, and _____

MATH WORKSHEET

1. Linda washes 3 loads of clothes at a laundromat. Each machine load costs $.20. How much does it cost to wash all the clothes?

2. It cost $.10 for 10 minutes of drying time. Linda usually dries her clothes for 30 minutes. How much does she pay for drying the clothes?

3. What is the total cost for washing and drying the clothes?

4. John and his mother wash 5 loads of clothes at a laundry. Each machine load cost 20¢. How much does it cost to wash their clothes?

5. Ten minutes of drying time costs 10¢. They dry the clothes in 2 dryers. Each dryer runs for 30 minutes. How much do they pay for drying?

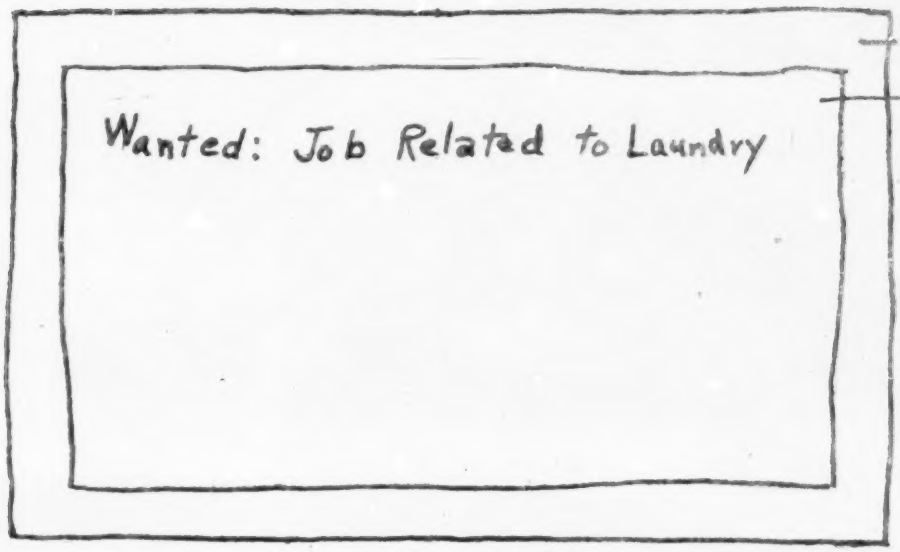
6. What is the total cost for washing and drying in question 4 and 5.

cost $_____

cost $ _____ _____

BULLETIN BOARD

21k



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Newspaper Ad Section

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Sample of card with red border

ATTENDANT at COIN-OPERATED LAUNDRY

Wages: $1.00 per hour Hours: 8-5 Mon-Fri.

Training: On the job

Duties: clean machines and building
Assist Patrons

Requirements: 18 years. or over, man or Woman.
Furnish own uniform
Must be neat and clean
Must enjoy helping people

Laundry and Dry cleaning

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Explaining areas of work and to develop positive attitudes toward world of work and recognize different jobs available.

SPECIFIC BEHAVIORAL OBJECTIVE: School subjects are meaningful and related to a career.

SUGGESTED SUBJECT AREA Reading

SUGGESTED GRADE LEVEL Special Ed. Int.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Reading directions in coin-operated laundry or commercial laundry. Reading labels, signs, method and booklets, also any chart material.	1. Discuss and explain (a) use of signs, labels, terms and booklets. (b) Value of being able to follow directions.	1. Materials in laundry.
2. Reading steps in washing clothes, how to use dryer and extractor	2. Discussion on: (a) Importance of following correct steps in washing, (b) Importance of using correct amount of ingredients in machine.	2. Materials in laundry.
3. Reading material in experience chart.	3. To develop paints under above 1 and 2	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Laundry and Dry Cleaning

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Exploring areas of work and to develop positive attitudes toward world of work and recognize different jobs available.

SPECIFIC BEHAVIORAL OBJECTIVE: School subjects are meaningful and related to a career.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL Sp. Ed. Int.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Work problems on costs of having clothes laundered and dry cleaned. Figuring cost of using coin operated laundry. Problems on time, wages, hours, month.	1. Introduce problem solving and importance of following correct steps in problem solving.	1. Using price list from laundry.
2. Demonstrate units of measure.	2. Discuss and explain units of measure such as - Tablespoon (T) teaspoon (t) pint (pt) quart (qt) cup (C), etc.	2. Containers for measuring.
3. Learning time by demonstrating with clocks.	3. Discussion on: (a) Importance of time (b) Different phrases used in time such as: a quarter of; 5 minutes to; 2 o'clock sharp, etc.	3. Individual clocks
4. Using newspapers to figure problems on casts.	4. Discuss and explain. (a) special prices (b) amount saved by waiting for specials.	4. Newspapers

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Laundry and Dry cleaning

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Exploring areas of work and to develop positive attitudes toward world of work and recognize different jobs available.

SPECIFIC BEHAVIORAL OBJECTIVE: School subjects are meaningful and related to a career.

SUGGESTED SUBJECT AREA Language

SUGGESTED GRADE LEVEL Sp. Ed. Int.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Using telephone correctly. Ask for laundry pick up.	1. Class discussion on (a) correct use of directory (b) dialing (c) What would you say?	1. Telephone set (Bell Telephone Co.)
2. Actually taking a shirt or skirt to have it laundered or dry cleaned.	2. Tell what you want done and when you want it, etc.	
3. Watch a shirt or skirt go through process of being laundered.		
4. Interviewing 5 people.	4. Two questions to ask. (a) Who washes your clothes? (b) Where are they washed.	4. People interviewed are friends or relatives.
5. Writing paragraphs.	5. Discussion on topics to use (a) Choice of washing clothes (b) consider cost, time, work and final condition of clothes.	5. Text on paragraph writing.
6. Oral reports	6. Discuss steps from pick up to delivery	
7. Actual home experience of washing clothes.	7. Discuss value of home practice and how it will help student for	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	7. continued independent living.	
8. Paragraph Writing	8. Discuss job opportunities available in laundry for boys and girls.	

Gas station attendant

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitude toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: Able to list 5 jobs a Service Station attendant must be able to perform and identify 5 tools and their uses.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View Filmstrip	1. Filmstrip as prelude to discussion.	Filmstrip and Records World of Work k-3 105-Gas and Oil Services 111-Service Station
2. Experience chart developed over a period of weeks, pupils contribute with teachers help.	2. Lead discussion on: Qualifications and Abilities Necessary (a) Promptness (b) Neat appearance (c) Friendly (d) Able to make correct change (e) follow directions (f) Know right amount of air for tires	EyeGate House 107-H Automobile Service Station 647.2 Gas Station Attendant 117-D Fixing a Flat Tire
3. Experience Chart	3. Lead discussion on duties to perform. (a) pump gas (b) clean windshield (c) grease cars (d) check tires, battery, oil water (e) fix flats.	Booklets - McGraw Hill Co. Pete the Service Station Attendant
4. Experience chart	4. Tools and items found at station and their use.	
5. Experience Chart	5. Free Services provided a. furnish information b. road maps c. water in car (continued)	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	5. continued d. check wind shield & tires e. clean floor mats f. rest rooms.	
6. Experience chart.	6. Job Facts a. How can I get training? d. What is the pay? c. What are the hours? d. Are there chances to get ahead? e. Are there many job openings? f. Where do I apply?	
7. Paragraph writing	7. Students write paragraphs on "Why We Need Information About Jobs"	
8. Role-Playing	8. Customer & Attendant	

SERVICE STATION ATTENDANT

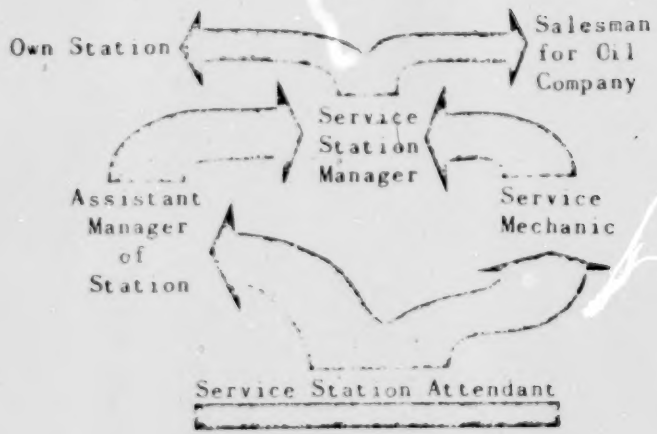
WHERE SERVICE STATION ATTENDANTS WORK

- Company owned stations
- Leased stations
- Fleet owners
- Government agencies
- Department store stations

HOW YOU CAN LEARN

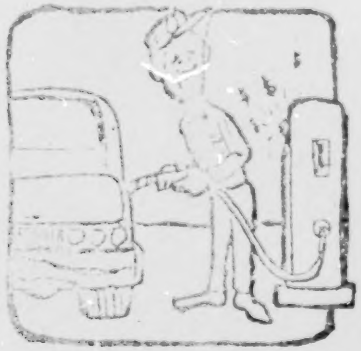
- On-the-job
- MDTA classes
- Distributive education

RELATED JOBS



FOR MORE DETAILS GO TO:

A SERVICE STATION ATTENDANT



Pumps gas; checks oil and water

Fixes flats or puts on new tires

Washes windshield and windows

Collects money or fills out charge slip

Greases car and changes oil

May sell and install accessories

A SERVICE STATION ATTENDANT SHOULD

- Enjoy meeting people
- Be in good health
- Be able to lift 50 to 60 pounds
- Know about cars
- Write clearly
- Be able to do simple arithmetic
- Know the roads and highways near where he works

A SERVICE STATION ATTENDANT MUST

- Have or get a valid driver's license

$$$ THE PAY $$$

THE HOURS

- Usually from 48 - 54 hours a week
- May be night shift
- May be weekends and holidays
- Part-time work also available

Extras You MAY Get

- Group Life and Health Insurance
- Paid Vacations
- Retirement Plan
- Sometimes, uniforms and laundry

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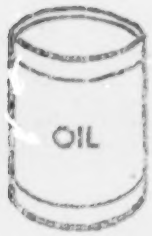
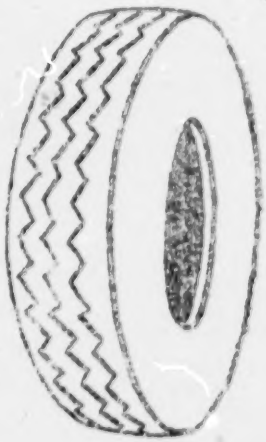
25c

THE GASOLINE MAN





HAVE you ever stopped at the gas station with Daddy to get gasoline? The man who puts the gasoline in the tank is the gasoline man. He is sometimes called the service man. He helps to keep your father's car running well.

The gasoline man does many things besides pumping gasoline. He puts oil in the motor so the car will run smoother. He fills the radiator with water. He checks the tires and battery. He washes the windshield. He sells tires.

Sometimes Daddy has to leave his car at the station. The gasoline man greases the car. He washes the car, too, if Daddy wants him to.

People go to the gasoline man for help. Often he gives them a map. This shows them which road to take. There is a clean restroom at his station for people who are traveling.

Fill in each blank with the right word.

1. The gasoline man puts ..... in automobile tanks.
2. He is sometimes called the .....
3. He puts ..... in the motor.
4. He fills the radiator with .....
5. He checks the ..... and .....
6. He washes the .....

COMMUNITY SERVICE / CIVICS-POSTER — SET 1
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G[illegible] Station Helper

CAREER DEVE[illegible]MENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitude toward work and recognize different jobs available.

SPECIFIC BEHAVIORAL OBJECTIVE: School subjects are meaningful and related to a career.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL Sp. Ed. Int.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Work problems figuring cost of items and tools.	1. Discuss and comment on different tools and items found in station. (a) oil, tires, tubes anti-greeze etc.	1. Obtain price list from station
2. Figuring problems on gasoline, oil, mileage ,etc.	2. Introduce units of measures and discuss them. Pt. qt. gals. miles, etc.	2. Obtain price list from station.
3. Demonstrate making correct change.	3. Discuss importance of (a) knowing value of coins. (b) being able to make correct change.	3. Use of real money if possible.
4. Problem on time.	4. Teach time and telling time.	4. Individual clocks.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitude toward work and recognize different jobs available.

SPECIFIC BEHAVIORAL OBJECTIVE: School subjects are meaningful and relative to a career.

SUGGESTED SUBJECT AREA Reading - Language

SUGGESTED GRADE LEVEL Sp. Ed. Int.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Students learn how to read a road map.	1. Discuss and explain a road map as to symbols, lines, roads, etc.	1. Maps from stations
2. Make signs and know what they say.	2. List different signs and labels found in gas station.	
3. Writing a paragraph on "Things to Do to Keep On The Job"	3. List ideas as (a) obey orders (b) happy personality (c) reliable and friendly (d) be on time (e) must work hard	3. Text on paragraph writing.
4. Role playing as (customer and attendant)	4. Comments and discussion on (a) What to say (b) How to say it.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive attitude toward the society in which we live.

SPECIFIC BEHAVIORAL OBJECTIVE: Grow in ability to accept responsibility and develop dependability

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Stress the importance of the babysitter in the World of Work and how much her services are needed by a family. Oral discussion by questions: a. Does a family depend upon her? b. What does she do to help the family? c. What responsibilities are entrusted to her? d. How much are her services needed? e. Why does she do baby-sitting? f. Is she paid well for what she does? Roll Playing: Have class practice clothes and diaper changing etc. by using a life size doll.	Question and answer discussion. List the different answers of what the Babysitter does at each house. Compare experience chart (pupil centered) Discussion on qualifications, responsibilities, feeding, sanitation of bottles, etc. Who to call in case of emergency	Consult with Public Library on possible training for Baby-Sitters and materials - also - Bismarck Hospital School of Nursing. (Public library has given a course in babysitting) School Nurse (to classroom.) Filmstrip and record The Junior Homemaker #103 * Edu-Craft Exemp. Proj. Bismarck Center

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Super Market Worker

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to fill out check lists on job opportunities and requirements for the position.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Use filmstrips first. 2. Field trip to a grocery store or supermarket. 3. Read stories to children about different jobs involved in a supermarket. 4. Observe grooming, attitude of workers, disposition, promotions. 5. Develop bulletin board of workers - (sample) "What Would You Like to Be?" (checker, butcher, baker, etc) 6. Make booklets from experience chart adding new vocabulary list. 7. Set up play store. (pupils play role of workers)	Discuss importance of supermarket and grocery store workers - People depend on them for many things. They depend on other workers in the community. There are many kinds of workers needed in order for store to be efficient. They help to keep us healthy by selling us groceries that are fresh and nourishing. People who work in these stores are workers in the community. The groceryman uses some of the money he earns and pays the people who work for him and the people from whom he buys. Correlate math with unit using grocery adds from newspapers. Use suggested riddles to demonstrate a descriptive riddle.	Filmstrips: A Family Shopping Trip Society for Visual Education Visit to a Shopping Center McGraw Hill Supermarket checker - Community Helpers Card - Mary Jackson Ellis - T. S. Dennison Co. Minneapolis, Minn. Books - Pope, Billy N. Let's Go to A Supermarket, Taylor Publishing Co. Henroid, Lorraine, I Know a Grocer Putnam, 1970 Goodspeed, J. M. Let's Go to A Supermarket Putnam, 1958, New York Allee, Vera Elwell. Frozen Foods Plants Melmont, 1955 Bendick, Jeanne, The First Book of Supermarkets

SUGGESTED CORRELATION FOR THIS ACTIVITY:

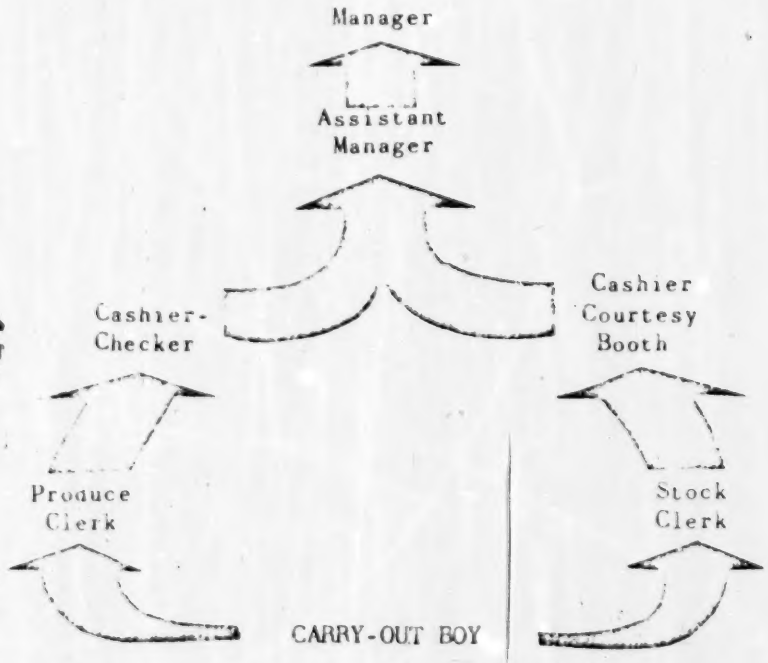
CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
8. Make up riddles about the various jobs involved in supermarket.	Demonstrate role playing by using one of worker's job.	Books cont. Greene, Carla. I Want to Be Storekee I Want to Be a Baker. Childrens Pres 1224 W. Van Buren St., Chicago, ILL
9. Write a "Thank You" letter for privilege of making a visit to the store.	Teach the correct form of a "Thank you" letter and reasons for writing this kind of letter. Emphasize accepting the responsibility to be courteous to other people.	Colonius. At the Bakery Buchheimer, Naomi. Let's Go to A Bakery Filmstrips - Let's Go to the Supermarke World of Work, Denoyer - Geppert. Shopping for Groceries 18 frames - Jam Handy Story of Johnny Appleseed, 30 frames, Society for Visual Educ. Inc. 1345 Diversey Parkway, Chicago, Ill. Stocker in a Supermarket - Eyegate Film: The Food Store * at Exemp. Proj Center

HOW TO FIND THE JOB

- Apply at markets where you'd like to work
- Answer want-ads in the newspaper
- Go to the nearest Arizona State Employment Service office

RELATED JOBS



FOR MORE DETAILS GO TO:

D O
920.087

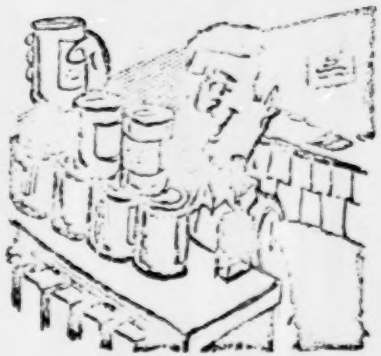
Carry-Out BOY

A CARRY-OUT BOY. . . . .

Puts groceries into bags or boxes

Brings shopping carts back to store

Takes groceries to customer's car



May mark food & stock shelves

May sweep, mop & take out trash

A CARRY OUT-BOY SHOULD

- Be at least 16 years old
- Enjoy helping people
- Be neat and clean
- Be able to follow directions
- Be quick and alert
- Be able to lift and carry 50 pounds

$$$ THE PAY $$$

THE HOURS

- Usually 40 hours a week
- May work part-time only

Extras You MAY Get

- Paid holidays
- Paid vacations
- Sick leave
- Life & Health Insurance

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CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Exploring Areas of work and positive attitudes toward work and preparation for work

SPECIFIC BEHAVIORAL OBJECTIVE: List 5 different kinds of jobs that are associated with farming and make three statements about the work of each.

SUGGESTED SUBJECT AREA Spec. Ed.

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Field trip to a farm. Take note on all jobs observed on trip. 2. Construct model farm - diversified and specialized farm. 3. Students act out various jobs on farms. 4. Make a scrapbook.	1. Discuss farming and why we need farmers in our community 2. Discuss types of farms and how they are changing. 3. Ask students why things are raised on a farm. 4. Discuss diversified farming - specialized farming.	Farm Fathers Series I and II Long Filmshade Services 7505 Fairmont Avenue El Ceruto, California 94530 Cattle Raising - Filmstrip Eye-Gate House "Let's Visit a Poultry Farm"- Coronet film One Day on the Farm - Coronet Books: Let's Find Out About Cowboys-Franklin Watt What Does a Cowboy Do? - Dodd Mead Let's Go to a Farm - G. P. Putman I want to be a Farmer - Children's Press Cowboys and Cattle - Coward McCann

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To explore areas of work within the capabilities of the student.

SPECIFIC BEHAVIORAL OBJECTIVE: Student lists five jobs related to the Dairy Industry and writes a brief composition on the work student would like best to do.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View film: Adventures in Dairyland. 2. Read books about dairyman. 3. View filmstrips listed under resource materials. 4. Compose experience chart on the Dairy Industry. (Pupil centered) 5. Make booklets 6. Field trips to the dairy farm and local dairy.	1. Discuss a dairy farm and the products we receive from it. 2. Discuss our dependency on their operations. 3. Observe the processes and workers involved in turning out the milk products as we receive them.	Life on a Dairy Farm - filmstrip Dairyman Don, Barr Chapman Adventures in Dairyland - Color film American Dairy Assoc. Cattle Drive (A Day on a Western Range) Encyclopedia Britannica Dairy Farm - Coronet I Want to Be A Dairy Farmer - Children's Press I Know a Dairyman - Putnam Milk -Encyclopedia Britannica film 11 mi The Dairy Farmer - Our Changing Way of Life. Film

SUGGESTED CORRELATION FOR THIS ACTIVITY:

127A

Hospi

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Exploring areas of work and to develop positive attitude toward the world of work and preparing for jobs.

SPECIFIC BEHAVIORAL OBJECTIVE: Observation of pupils work - Worksheets on hospital workers, duties of each - also rules and regulations of hospital.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. View filmstrip. 2. Nurse and a doctor come to classroom to talk with children. 3. Experience chart. (pupil centered) 4. Plan trip to hospital. 5. Make a scrapbook. Children bring pictures or draw them of different workers and write a short story about each. 6. Put up bulletin board display of jobs. 7. Write letters to sick. 8. Make scrapbooks to send to children's ward. Make simple little flowers for sick.	Discussion: Hospital must employ many people to run it, and keep it clean. Why we must have different workers for different jobs. What to expect when you are admitted to a hospital. Rules and regulations of hospital. What each on liked most about trip to a hospital.	Resource people Filmstrip: World of Work Series McGraw Hill Hospital Workers Texts 1. Come to work with us in a Hospital Sextant System - Children's Press 2. Your World - Let's Visit the Hospital Taylor Publishing Co. Film: The Hospital #2485

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Custodian

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Explore areas of work within students capabilities.

SPECIFIC BEHAVIORAL OBJECTIVE: Awareness of the duties and responsibilities of a Custodian evaluated by worksheet.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Introduce the Custodian and have him tell about his work. Follow by question and answer period. View filmstrip - "The Custodian" Compose experience chart on the work of a custodian and his helpers. Composition of chart is pupil centered.	Discuss duties and responsibilities of custodian, his helpers, operation of equipment, hours of work and pay per hour of work. Let this discussion lead to discussion of adequacy of pay for a satisfactory standard of living. Math problems on expenses of living subtracted from amount of pay check, etc.	"The Custodian Filmstrip" School Helpers Series - McGraw Hill Homemaker's Service Public Welfare I Want to be a Homemaker - Children's Press About School Helpers - Melmont

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Money

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: People work for money to pay for the necessities of life.

SPECIFIC BEHAVIORAL OBJECTIVE: Student is able to select and list 10 grocery items and figure total cost of purchases.

SUGGESTED SUBJECT AREA Math, Special Education

SUGGESTED GRADE LEVEL Intermediate

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Have students bring sales pages from their home newspaper. 2. Use these to give students an idea of things that can be purchased with money earned for working. 3. Plan a party or picnic (Democratic approach vote on decision) Appoint committees	Motivate discussion by asking open ended questions that could be answered in a variety of ways. What have you purchased recently? Ways you could earn money; things you would like to purchase, prices etc. List the groceries and items needed for a party. Find the cost of items from the newspaper adds. Find the total cost of the party. Find cost per pupil. Discuss interdependency of members of society (committee, etc.)	Films Using Money Wisely - Coronet Films Shopping for Groceries Using Money Wisely - Society of Visual Pictures: Learning about Money, David C. Cook, Pub. Books: Danny the Dim, Kerr, James Dennison Co. Film: *Money and Its Uses - Exemp. Proj

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

Sanitation Workers

BROAD OBJECTIVE: To develop positive attitudes toward work and preparation for work

SPECIFIC BEHAVIORAL OBJECTIVE: To realize all work has dignity.

SUGGESTED SUBJECT AREA Language

SUGGESTED GRADE LEVEL Int. Spec. Ed.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Filmstrip	1. Prelude to Sanitation worker	Filmstrips "Sanitation and Sanitation Workers" EyeGate film
2. Observe sanitation workers collecting garbage at school.	2. Arrange for observing garbage pickup at school.	Resource person and materials from Bismarck Street and Garbage Superintendent
3. Experience Chart (pupil centered)	3. Discuss importance of sanitation workers: (a) pollution (b) How we depend on them (c) What would happen if the sanitation crew didn't work. (d) Their work has dignity.	Books: Let's Go to the Sanitation Department G. P. Putman Film: Sanitation Department Crew Community Helpers Series
4. Write a paragraph on "Sanitation Workers" stressing their importance to us.	4. Evaluate childs knowledge through brief summary paragraph.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

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CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Exploring areas of work - Postive attitudes toward work and preparation for work.

SPECIFIC BEHAVIORAL OBJECTIVE: List 8 different jobs related to food services and the duties of each.

SUGGESTED SUBJECT AREA Special Education

SUGGESTED GRADE LEVEL Intermediate.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read I Want to be a Restaurant Owner.	1. Discuss plans for the class to eat out at a restaurant.	I Want to Be a Restaurant Owner Children's Press
2. Select committee to present a list of all the eating places in town.	2. Survey of the eating places in the city.	Resource person Bus Boy Car hop Employee at Big Boy or Dairy Queen Employee at restaurant A & W
3. Vote on eating place - Majority rules.	3. Make decisions on choice of restaurant menu and amount to be spent on luncheon and tips.	Filmstrip: "The Waitress"- Eyegate
4. Lucheon at a restaurant.	4. Observe all workers involved in food preparation and serving.	
5. List jobs you observed on field trip to restaurant.	5. Compose an experience chart on jobs and duties of workers in food services (Student Centered).	
6. Compile booklet on Food Services Math problems correlated with luncheon planning.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Teacher _____

Grade Level _____

EVALUATION AND FEEDBACK ON ACTIVITIES FOR YEAR 1972-73

Activity Page	Positive Comments	Negative Comments	Suggested Changes, Additions or Deletions

Teacher _____

Grade Level _____

EVALUATION AND FEEDBACK ON ACTIVITIES FOR YEAR 1972-73

Activity Page	Positive Comments	Negative Comments	Suggested Changes, Additions or Deletions